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ABSTRACT

This Program of Studies (POS) outlines the Fairfax County (Virginia) instructional program for the subject area of Virginia/United States government. Noting that it has long been recognized since the founding of the nation that the general education of society has, at its core, a "civic mission," the POS aims to educate students about citizenship and inspire their active participation in the U.S. political system. It describes the curriculum content and identifies essential knowledge and skills of the program. Some of the topics explored in the classroom are: "Civic Life"; "Political Culture"; "Principles of American Constitutional Government"; "Public Policy"; "Civil Liberties and Civil Rights"; and "Skills for Participating in Civic Life." The Virginia/United States Government POS includes the seven components found in every Fairfax County Public School Program of Studies: (1) "Introduction"; (2) "Standards, Benchmarks, and Indicators"; (3) "Assessment"; (4) "Resources"; (5) "Adaptations To Accommodate Student Needs"; (6) "Model Lessons and Projects"; and (7) "Appendix." (BT)

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Virginia/United States Government

Program of Studies

SO 029 544

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Fairfax County Public Schools

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PROGRAM OF STUDIES REQUIREMENT

Instructional Services Department

The Virginia/U.S. Government Program of Studies (POS) defines the instructional program that must be implemented in this subject area. It describes the curriculum content and identifies essential knowledge and skills of the instructional program. Teachers have the responsibility to accommodate individual students' needs.

Required instructional materials and equipment listed within this document are to be used in the delivery of the program. Supplemental or substitute materials must be approved through the process outlined in Regulation 3005.3

School Board Policy 3201 requires that teachers seek permission from their principal prior to deviating from this POS relative to curriculum content or stated standards and goals. Prior to granting permission, principals may request the advice of or assistance of appropriate Instructional Services Department subject specialists or coordinator, and must have the final approval of the area superintendent and the assistant superintendent of Instructional Services.

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I know of no safe depository of the ultimate powers of the society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform them of their discretion.

Thomas Jefferson (1820)

It has long been recognized that since the founding of the nation the general education of society has, at its core, a *civic mission*. Simply stated, this mission is to prepare informed, rational, humane, and participating citizens who are committed to the values and principles of American constitutional government. In fact, education is the primary, if not the only, means at a democracy's disposal to inspire the voluntary participation of its members.

Making a claim for a civic mission in schools is one thing, achieving it is something else. Today, civic educators are faced with challenges Jefferson and his colleagues never conceived. A growing cynicism about government throughout the nation leads many students to conclude that they are not included in a government of, by, and for the people. The role--and the power--of the citizen gets lost in the daily barrage of budget battles, partisan bickering, and scandalous accusations. How does one educate about citizenship, much less inspire active participation in the American political system, given such a climate? The **Virginia/United States Government Program of Studies** (POS) addresses this dilemma.

Development of the Virginia/United States Government Program of Studies

The Virginia/United States Government POS includes the seven components found in every Fairfax County Public School Program of Studies:

I. Introduction
II. Standards, Benchmarks, and Indicators
III. Assessment
IV. Resources
V. Adaptions to Accommodate Student Needs
VI. Model Lessons and Projects
VII. Appendix

The Virginia/United States Government POS represents a three year collaborative effort on the part of Fairfax County social studies educators. In the summer of 1996, several teachers began developing the POS. Drafts of various parts of this document were reviewed by social studies chairpersons in December 1996, and by government teachers in January 1997. Suggestions from these groups were incorporated into subsequent revisions of the document and the POS was completed in the summers of 1997 and 1998.

A Final Word: The Civic Mission of Schools and Teachers

A POS does not ensure the preservation of American constitutional government through the active participation of its citizens. What is needed are teachers who are inspired by, and committed to, the civic mission of schools. Ultimately it is classroom teachers who instill in their students a commitment to the ideals of citizenship and the belief that this government, this political system, is and remains, of, by, and for the people.

Introduction

The Virginia/United States Government Standards, Benchmarks, and Indicators is grounded in three documents:

- **The Fairfax Framework for Student Success**, published in 1996, provided the basic educational standards for the Virginia/United States Government Standards, Benchmarks, and Indicators. The Fairfax Framework was developed to set higher standards and greater expectations for every Fairfax County public school student.

- **The Virginia History and Social Science Standards of Learning (SOL)**, published by the Virginia Department of Education in 1995, provided the benchmarks in the Virginia/United States Government Standards, Benchmarks, and Indicators.

- **The National Standards for Civics and Government**, these voluntary standards, published by the Center for Civic Education in 1994, provided the indicators for the Virginia/United States Government Standards, Benchmarks, and Indicators.

With some modifications, the Virginia/United States Government Standards, Benchmarks, and Indicators reflect the essential knowledge, skills, and attitudes, as defined in these documents, that citizens need to be full participating members in American constitutional government.

Organization of the Virginia/United States Government Standards, Benchmarks, and Indicators

Four standards from the Fairfax Framework for Student Success provide the structure for this document. Benchmarks and indicators are written for each standard. The benchmarks are correlated with one or more of the Virginia History and Social Science Standards of Learning for twelfth grade as indicated by italicized numbers after each benchmark. For example, benchmark 1.1 is correlated with Virginia Standards of Learning *12.5*, *12.6*, and *12.12*. Benchmarks and indicators are organized around six topics: Civic Life, Political Culture, Principles of American Constitutional Government, Public Policy, Civil Liberties and Civil Rights, and Skills for Participating in Civic Life as explained below.

Fairfax Framework Standard I: Students will know, understand, and explain the importance of the political and civic beliefs, values, and principles that support and maintain American constitutional government and understand the workings of their own and other political systems.

Topic 1: Civic Life

All citizens lead two lives in the United States. A person's civic, or public, life is concerned with the affairs of the community and the nation; a private life is the personal life of an individual devoted to the pursuit of private interests. The history of this country is often the story of the tension that exists between individual needs and the needs of the larger community. Students need to realize that there are competing ideas between their civic and private lives and in politics and government. Through this understanding, they can make informed judgments about what their government should and should not do and how they should live their lives in a community of citizens. Benchmarks and indicators are organized by the following sub-topics:

- Civic Life in the United States
- Participating in Civic Life

Topic 2: Political Culture

In contrast to most other nations, the identity of an American citizen is defined by shared political values and principles--an American political culture. This political culture helps to promote cohesion in the daily life of Americans and, in times of crisis; enables citizens to find "common ground." To understand their nation, students should appreciate the nature of their political culture as well as the numerous opportunities for participating in it. Benchmarks and indicators are organized by the following sub-topics:

- Political Culture in the United States
- Participating in Political Culture

Topic 3: Principles of American Constitutional Government

Using a written constitution to set forth the values and principles of government and to establish and limit its powers are among the most distinctive accomplishments of the Founders. Students must understand the fundamental ideals of American constitutional government, their history, and their contemporary relevance to develop a reasoned commitment to these values and principles, and to use these values and principles as criteria to evaluate both their own behavior and the behavior of government officials.

Topic 4: Public Policy

Public policy is a process by which individuals and groups--both inside and outside the government--attempt to exert influence on decision makers in an effort to direct the actions of local, state, and national governments. In turn, public officials and government institutions must then decide what action, if any, they are obliged to take. The policy decisions that might or might not be made are affected by the ideology of the political system, the leaders themselves, and by the types of influence citizens are able to exert. Students study public policy, therefore, to investigate how the public policy agenda is set; what the responsibilities of government at each level are; how the government raises and spends money; and how the government formulates policy, both domestic and foreign. Benchmarks and indicators are organized by the following sub-topics:

- Public Policy in the United States
- Making Domestic Policy
  - The Legislative Branch
  - The Executive Branch
  - The Bureaucracy
  - The Judicial Branch
  - Virginia Government
  - Fairfax County Government
- Making Foreign Policy
  - Understanding International Relations
  - United States Foreign Policy and the World Today

Fairfax Framework Standard II: Students will identify and understand rights and responsibilities as citizens of the United States.

Topic 5: Civil Liberties and Civil Rights

In a political system in which the primary purpose of government is the protection of individual rights, students need to understand what these rights are and the relationship of

these rights to each other and to other values and interests of society. Few rights, if any, are absolute. It is necessary for students to develop a framework that clarifies the relationship of individual rights and the needs of society. Such a framework provides a basis for making reasoned decisions on the scope and limits of individual rights. Benchmarks and indicators are organized by the following sub-topics:

- Civil Liberties and Civil Rights in the United States
- Protecting Civil Liberties and Civil Rights

Fairfax Framework Standard III: Students will conduct inquiries and research--gathering, analyzing, interpreting, and communicating facts associated with themes, movements, and general principles operating in history and civics.

Topic 6: Skills for Participating in Civic Life

The well-being of American constitutional government depends on the informed and effective participation of citizens concerned with the preservation of individual rights and the promotion of the common good. If students want their voices to be heard, they need to master the skills necessary for a successful civic life. Benchmarks and indicators are organized by the following sub-topics:

- Information Literacy, Research, and Communication

Fairfax Framework Standard IV: Students will apply knowledge of history and civics to make decisions and solve problems.

Topic 6: Skills for Participating in Civic Life (con't.)

- Critical Thinking and Civic Virtue

The Virginia/United States Government Standards, Benchmarks, and Indicators defines the essential learnings for twelfth grade social studies. It is expected that each Virginia/United States Government teacher will organize an instructional program that reaches to all standards, benchmarks, and indicators outlined in this document.

What follows is a suggested percentage of time that should be spent on each set of benchmarks and indicators. Because elections, current issues facing the nation, and world events often provide the day-to-day context for Virginia/United States Government, percentages have been used to provide flexibility as teachers design their own instructional program.

Topics	Percentage of Time
1. Civic Life	5%
2. Political Culture	10%
3. Principles of American Constitutional Government	10%
4. Public Policy	65%
5. Civil Liberties and Civil Rights	10%
TOTAL	100%

6: The procedural knowledge described in Skills for Participating in Civic Life is emphasized across the year. These skills are practiced as students demonstrate an understanding of the content standards in the Virginia/United States Government Program of Studies. These skills should be given emphasis as teachers design their own lessons.

The organization found in the Virginia/United States Government Standards, Benchmarks, and Indicators is one suggested way to teach this course. This document is not a syllabus. How a teacher chooses to organize Virginia/United States Government is a professional decision to be made by each teacher. What is important, however, is that the standards, benchmarks, and indicators are taught.

Fairfax Framework Standard 1

Students will know, understand, and explain the importance of the political and civic beliefs, values, and principles that support and maintain American constitutional government and understand the workings of their own and other political systems.

Topic 1: Civic Life

Civic Life in the United States

Benchmark 1.1: Students will explain the meaning of the terms civic life, private life, civic responsibilities, and personal responsibilities. *(12.5, 12.6, 12.12)*

1.1 Indicators:
Students reach this benchmark when they are able to:

A. Distinguish between civic life, i.e., the public life of the citizen concerned with the affairs of the community and nation and private life, the personal life of the individual devoted to the pursuit of private interests.

B. Explain the distinction between civic and personal responsibilities, as well as the tensions that may arise between them.

C. Evaluate the importance of the following civic responsibilities for the individual and society:
1. obeying the law
2. being informed and attentive to public issues
3. monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
4. assuming leadership when appropriate
5. paying taxes
6. registering to vote and voting knowledgeably on candidates and issues
7. serving as a juror
8. serving in the armed forces
9. performing public service
10. holding public office, either appointed or elected

D. Evaluate the importance of the following personal responsibilities for the individual and society:
1. taking care of one's self
2. supporting one's family and caring for, nurturing, and educating one's children
3. accepting responsibility for the consequences of one's actions
4. adhering to a set of socially acceptable moral principles, e.g., respect, honesty, fairness, responsibility
5. considering the rights and interests of others
6. behaving in a civil manner

E. Evaluate whether and when the obligations of citizens require that personal interests be subordinated to the public good.

F . Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities.

Benchmark 1.2: Students will describe politics as the process by which a group of people, whose opinions or interests might be divergent, come together to achieve similar goals. ***(12.5, 12.6)***

1.2 Indicators:
Students reach this benchmark when they are able to:

A . Describe politics as a process whereby a society:
1. reaches collective decisions that are generally regarded as binding on the group and enforced as common policy
2. seeks the power to influence decisions made by their government
3. accomplishes goals that individuals could not reach alone

B . Define compromise as the willingness to give up something to reach an agreement.

C. Explain the significance compromise plays in politics and the political process.

Benchmark 1.3: Students will describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts. ***(12.1, 12.6)***

1.3 Indicators:
Students reach this benchmark when they are able to:

A . Define political authority, identify its sources and functions, and differentiate between authority and power without authority.

B . Identify examples of formal institutions--both historical and current--with the authority to control and direct the behavior of those in a society, e.g., tribal councils, courts, monarchies, democratic legislatures, etc.

Benchmark 1.4: Students will explain the major arguments advanced for the necessity of politics and government. ***(12.2)***

1.4 Indicators:
Students reach this benchmark when they are able to:

A . Identify the basic philosophical arguments for government according to Aristotle, William Blackstone, Thomas Hobbes, John Locke, Charles Montesquieu, Jean Jacques Rousseau, and other political philosophers who helped shape current thinking about the need for government in society.

B . Cite examples of these philosophical arguments in action; i.e., the Declaration of Independence as a reflection of the writings of John Locke, etc.

Benchmark 1.5: Students will evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. ***(12.6)***

1.5 Indicators:
Students reach this benchmark when they are able to:

A. Examine competing ideas about the purposes of politics and government:
1. promoting individual security and public order
2. enhancing economic prosperity
3. protecting individual rights
4. promoting the common good
5. providing for a nation's security
6. improving the moral character of citizens
7. furthering the interests of a particular class or ethnic group
8. achieving a religious vision
9. glorifying the state

B. Describe contemporary examples of governments that serve these purposes.

C. Explain how a government's political authority to use power to direct or control a nation is legitimized by custom, law, or the general consent of the people.

Participating in Civic Life

Benchmark 1.6: Students will explain the meaning of citizenship in the United States and how it relates to American civic life. ***(12.12)***

1.6 Indicators:
Students reach this benchmark when they are able to:

A. Explain the idea that citizenship:
1. confers full membership in a self-governing community
2. confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
3. is defined by shared civic values, e.g., equality, patriotism, and diversity

B. Explain that Americans are citizens of both their state and the United States.

C. Explain the distinction between citizens and noncitizens (aliens) and the process by which noncitizens may become citizens.

D. Evaluate the criteria used for admission to citizenship in the United States:
1. residence in the United States for five years
2. ability to read, write, and speak English
3. proof of good moral character
4. knowledge of the history of the United States
5. knowledge of and support for the values and principles of American constitutional government

Benchmark 1.7: Students will explain the concept of a civil society and how it allows the people to bring their influence to bear on government. ***(12.6)***

1.7 Indicators:
Students reach this benchmark when they are able to:

A. Define civil society as the sphere of voluntary personal, social, and economic relationships and organizations that, although limited by law, is not part of government, e.g., family, friendships, membership in nongovernmental organizations, participation in unions and business enterprises.

B. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

C. Explain how civil society makes it possible for people individually or in association with others to influence government in ways other than voting and elections.

Benchmark 1.8: Students will describe how the concepts of a civil society and civic life are reflected in contemporary America. ***(12.5, 12.6)***

1.8 Indicators:
Students reach this benchmark when they are able to:

A. Explain the following values which are widely considered to be fundamental to American civic life and civil society:
1. individual rights, i.e., life, liberty, property, and the pursuit of happiness
2. the public or common good
3. self-government
4. justice
5. equality
6. empathy
7. openness and free inquiry
8. truth
9. patriotism

B. Evaluate, take, and defend positions on the extent to which these values are evident in the United States today.

Benchmark 1.9: Students will describe attitudes a person should have to facilitate thoughtful and effective participation in public affairs. ***(12.13)***

1.9 Indicators:
Students reach this benchmark when they are able to:

A. Evaluate the usefulness of the following traits in facilitating effective participation in public affairs:
1. self-discipline/selfgoverance--adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls
2. civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument and action
3. respect for the rights of other individuals--having respect for others' right to have an equal voice in government, to be equal in the eyes of the law, to hold and advocate different ideas, and to join in associations to advance their views
4. respect for law--willingness to abide by laws, even though one may not be in complete

agreement with every law; willingness to work through peaceful means to change laws which one thinks to be unwise or unjust
5. honesty--willingness to seek and express the truth
6. open mindedness--considering others' points of view
7. critical mindedness--having the inclination to question the validity of various positions, including one's own
8. negotiation and compromise--making an effort to reach agreement with those with whom one may differ when it is reasonable and morally justifiable to do so
9. persistence--willingness to attempt again and again to reach worthwhile goals
10. civic mindedness--paying attention to and having concern for public affairs
11. compassion--having concern for the well-being of others, especially for those less fortunate
12. patriotism--being loyal to the values and principles underlying American constitutional government, as distinguished from jingoism and chauvinism
13. courage--the strength to stand up for one's convictions, when conscience demands
14. tolerance of ambiguity--the ability to accept uncertainties that arise from insufficient knowledge of complex issues or from tension among values and principles

B. Evaluate, take, and defend positions on the extent to which these traits are evident in leaders and citizens in the United States today.

Topic 2: Political Culture

Political Culture in the United States

Benchmark 2.1: Students will explain the importance of shared political and civic beliefs and values to the maintenance of American political culture in an increasingly diverse society. ***(12.2, 12.4, 12.5)***

2.1 Indicators:
Students reach this benchmark when they are able to:

A. Explain that an American citizen is defined by shared political and civic beliefs and values rather than ethnicity, race, religion, class, language, gender, or national origin.

B. Explain the shared ideas and values of American political culture as set forth in:
1. basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights
2. other sources such as Federalist and Anti-federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln's "Gettysburg Address," Woodrow Wilson's "Fourteen Points," Franklin Roosevelt's "Four Freedoms," Martin Luther King's "Letter from the Birmingham Jail," and landmark decisions of the Supreme Court of the United States

Benchmark 2.2: Students will identify issues regarding diversity in American political culture. ***(12.6)***

2.2 Indicators:
Students reach this benchmark when they are able to:

A. Identify the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic, and ideological.

B. Explain the historical and contemporary impact of this diversity on American politics.

C. Explain alternative ideas about the role and value of diversity in American life historically and at present.

D. Describe conflicts that arise from diversity and explain the means by which some conflicts are managed and why some conflicts persist unabated.

Benchmark 2.3: Students will explain the components that contribute to the establishment of American political culture and how they moderate political conflict. ***(12.5, 12.6)***

2.3 Indicators:
Students reach this benchmark when they are able to:

A. Explain the ways in which universal public education and the existence of a popular culture tend to reduce the intensity of political conflict by creating common ground among diverse groups.

B. Describe the aspects of the American political culture that tend to limit the divisiveness of political conflict such as:
1. a shared respect for the Constitution and its principles
2. the existence of many opportunities to influence government and to participate in the political process
3. the concept of a loyal opposition
4. willingness to relinquish power when voted out of office
5. acceptance of majority rule tempered by respect for minority rights
6. recourse to the legal system to manage conflicts
7. availability of land and abundance of natural resources
8. a relatively high standard of living
9. opportunities to improve one's economic condition
10. opportunities for free, public education
11. a sense of unity within diversity

C. Explain some of the major threats to the continuation of the American political culture, e.g., the Civil War, nineteenth century labor unrest, the 1950s and 1960s civil rights struggles, and the Vietnam War.

D. Evaluate some of the contemporary threats to American political culture, e.g., voter apathy, anti-government mood, domestic terrorism, etc.

Participating in Political Culture

Benchmark 2.4: Students will evaluate, take, and defend positions about the role of public opinion in American politics. ***(12.6, 12.10, 12.11)***

2.4 Indicators:
Students reach this benchmark when they are able to :

A . Explain the concept of public opinion and alternative views of the proper role of public opinion in a democracy.

B . Explain how public opinion is measured, used in public debate, and can sometimes be manipulated.

C . Explain the process of political socialization and how it shapes individual political ideology.

D . Evaluate ways that government and the media influence public opinion.

E . Evaluate the influence of public opinion on public policy and the behavior of public officials.

Benchmark 2.5: Students will evaluate, take, and defend positions on the influence of the media on American politics. ***(12.10)***

2.5 Indicators:
Students reach this benchmark when they are able to :

A . Explain the meaning and importance of freedom of the press.

B . Evaluate the role of television, radio, the press, and emerging means of communication in American politics.

C . Compare and contrast various forms of political persuasion and discuss the extent to which traditional forms have been replaced by electronic media.

D . Explain how Congress, the president, and state and local officials use the media to communicate with the citizenry.

E . Evaluate historical and contemporary political communication (campaign advertisements and political cartoons) using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice.

Benchmark 2.6: Students will evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics. ***(12.11, 12.14)***

2.6 Indicators:
Students reach this benchmark when they are able to :

A . Explain the two party system in the United States.

B . Evaluate the role of third parties in the United States.

C . Explain how and why American political parties differ from parties in other countries.

D . Describe the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.

E. Explain why political parties in the United States are weaker today than they have been at some times in the past.

F. Describe varied types of elections, e.g., primary and general, local and state, congressional and presidential, initiative, referendum, and recall.

G. Evaluate the significance of campaigns and elections in the American political system.

H. Evaluate current criticisms of campaigns and proposals for their reform.

Benchmark 2.7: Students will evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. ***(12.10)***

2.7 Indicators:
Students reach this benchmark when they are able to :

A. Identify and explain the role of various associations and groups active in American politics, e.g., political organizations, political action committees (PACs), interest groups, voluntary and civic associations, professional organizations, unions and religious groups.

B. Describe the contemporary roles of associations and groups in local, state, and national politics in performing functions otherwise performed by government, such as social welfare and education.

C. Evaluate the degree to which associations and groups enhance citizen participation in American political life.

Topic 3: Principles of American Constitutional Government

Benchmark 3.1: Students will explain the central principles of American constitutional government and their history. ***(12.1, 12.2, 12.3, 12.5)***

3.1 Indicators:
Students reach this benchmark when they are able to:

A. Describe major historical events that led to the creation of constitutional government in the United States, e.g., the Magna Carta (1215), common law, the English Bill of Rights (1689), the colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and Bill of Rights (1791).

B. Explain the importance of the central ideas of natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights.

C. Explain that the term democracy is derived from the Greek word for "rule by the people."
1. Explain that the people are the source of authority for government and how that idea is related to free elections and widespread participation.

2. Explain the difference between the use of the term "democratic" to refer to the American form of government and the use of the term to refer to the Democratic Party in the United States.

D. Define a republic as a state in which the citizenry as a whole is considered sovereign but which is governed by elected representatives rather than directly by the people, as in direct democracy.
1. Explain major ideas of republicanism, i.e., government of a republic seeks the public or common good rather than the good of a particular group or class of society and "civic virtue" of citizens is essential; civic virtue means that citizens put the public or common good above their private interests.
2. Explain the difference between the use of the term "republican" to refer to the American form of government and the use of the term to refer to the Republican Party in the United States.

E. Explain the following principles widely considered to be fundamental to American constitutional government:
1. limited government--a government that establishes and respects restraints on its power in order to protect individual rights and to promote the common good
2. popular sovereignty--the concept that ultimate political authority rests with the people who created a government and can thereby alter or abolish the government
3. constitutional government--a written constitution sets forth the organization of government and grants and distributes power among different branches of the national government, between the national government and the states, and between the people and the government, and includes:
   a. representative institutions
   b. separated powers
   c. shared and reserved powers
   d. checks and balances
   e. individual rights
   f. separation of church and state
   g. civilian control of the military
4. rule of law--the Constitution serves as a "higher law" that authorizes and legitimizes an effective government of limited powers
5. legitimacy--the Constitution legitimizes majority rule in certain key areas of decision making, while limiting the power of these majorities to protect the rights of individuals
6. federalism--a system in which power and responsibility are divided and shared between a national government, having certain nationwide responsibilities, and state governments having state and local responsibilities

F. Explain the major arguments for and against representative government as distinguished from direct popular rule.

Benchmark 3.2: Students will explain the advantages and disadvantages of federal, confederal, and unitary systems of government. ***(12.1, 12.3, 12.14)***

3.2 Indicators:
Students reach this benchmark when they are able to:

A. Define confederal, federal, and unitary systems of government.
1. Confederal system--a system of government in which sovereign states delegate powers to a central government for specific purposes, e.g., defense against foreign enemies

2. Federal system--a system in which a national government shares powers with state governments, but the national government may act directly on individuals within the states, e.g., national government may require individuals to pay income taxes
3. Unitary system--a system in which all power is concentrated in a central government; state and local governments can exercise only those powers given to them by the central government

B. Identify historical and current examples of confederal, federal, and unitary systems.

C. Evaluate the various ways power is distributed, shared, and limited in confederal, federal, and unitary systems in terms of effectiveness, prevention of the abuse of power, responsiveness to popular will, and stability.

D. Explain the relative advantages and disadvantages of confederal, federal, and unitary systems in terms of the purposes of constitutional government.

Benchmark 3.3: Students will evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. ***(12.3, 12.7)***

3.3 Indicators:
Students reach this benchmark when they are able to:

A. Explain why the Framers of the Constitution adopted a federal system in which power and responsibility are divided and shared between national and state governments.

B. Explain how the U.S. Constitution grants and distributes power among different levels of government to reduce chances of abuse, protect individual rights, and promote the common good; e.g., enumerated, delegated, concurrent, reserved, and implied powers.

C. Describe how the Constitution places limits on both the powers of the states, e.g., states cannot coin money, regulate interstate commerce, make treaties, etc., and the powers of the national government, e.g., the Tenth Amendment.

D. Explain how the federal system provides numerous opportunities for citizens to participate through its dispersal of power among national, state, and local governments.

Benchmark 3.4: Students will explain the major characteristics of parliamentary systems in Canada, Mexico, and the United Kingdom and compare these systems to American constitutional government. ***(12.14)***

3.4 Indicators:
Students reach this benchmark when they are able to:

A. Describe the parliamentary system of government as a system where:
1. authority is held by a legislature called Parliament
2. members of Parliament are chosen in general elections, but they lose their positions at any time the government "falls" (resigns) and new elections are held
3. the prime minister and cabinet may be replaced by Parliament if a majority votes "no confidence" in the government
4. the political party or parties that form a majority in Parliament choose the prime minister
5. the prime minister and members of the Cabinet must all be members of Parliament

B. Compare and explain the relative advantages and disadvantages of parliamentary systems with American constitutional government.

Topic 4: Public Policy

Public Policy in the United States

Benchmark 4.1: Students will explain how the public agenda is set and how it effects public policy. ***(12.10)***

4.1 Indicators:
Students reach this benchmark when they are able to:

A. Explain that the public agenda consists of those matters that occupy public attention at any particular time, e.g., crime, health care, education, abortion, national debt, etc.

B. Define public policy as the action the government takes to solve a problem, deal with an issue, or meet the needs and wishes of the citizens.
1. Describe the policy-making process as the identification of a problem or issue, debate and development of a policy to deal with the problem or issue, adoption and implementation of an agreed upon policy, and the evaluation of the policy.
2. Describe a current public policy, i.e., Medicare, affirmative action, etc., in light of the policy-making process.

C. Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, and individual citizens.

D. Explain how the public agenda and public policy are closely related and why issues important to some groups and the nation do not become a part of the public agenda and thus are not addressed by the government.

E. Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials.

Benchmark 4.2: Students will evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for making domestic and foreign policy. ***(12.8)***

4.2 Indicators:
Students reach this benchmark when they are able to:

A. Explain both the major responsibilities of the national government for domestic policy and how domestic policies, including health care, education, child care, and the regulation of business and industry, affect their everyday lives and their community.

B. Explain both the major responsibilities of the national government for foreign policy and the way that foreign policies, including trade policy and national security, foreign aid, and intervention abroad, affect their everyday lives and their community.

C. Evaluate competing arguments about the proper role of government in major areas of both domestic and foreign policy.

Benchmark 4.3: Students will evaluate, take, and defend positions on issues regarding how government raises and spends money to pay for public policy. ***(12.8, 12.16, 12.17, 12.18)***

4.3 Indicators:
Students reach this benchmark when they are able to:

A. Identify major sources of revenue for the national government, e.g., individual income taxes, social insurance receipts, borrowing, taxes on corporations and businesses, estate and excise taxes.
   1. Explain provisions of the United States Constitution that authorize the national government to collect taxes, i.e., Article I, Sections 7 and 8, Sixteenth Amendment.
   2. Evaluate the equity of various taxes, e.g. progressive, regressive, and flat.
   3. Analyze the impact of the government's tax policies on individual economic well-being, including employment opportunities, purchasing and credit power, interest rates, and opportunities for investment and savings.

B. Identify major uses of tax revenues received by the national government, e.g., direct payment to individuals (social security, Medicaid, Medicare, retirement benefits to federal employees, etc.), national defense, interest on the national debt, interstate highways, national parks, and research as outlined in the federal budget.
   1. Identify the causes and consequences of budget deficits and the national debt.
   2. Analyze the impact of the government's spending priorities on their personal economic well-being including employment opportunities, purchasing and credit power, interest rates, and opportunities for investment and savings.

C. Explain other ways the government can influence the economy.
   1. Define business cycle, recession, depression, inflation, and productivity.
   2. Explain monetary policy and the purpose and function of the Federal Reserve System.
   3. Interpret indicators of economic performance including gross domestic product, consumer price index, balance of trade, and stock market averages.
   4. Analyze the role of government in the U.S. economy such as regulating commerce and international trade, promoting economic growth, protecting the environment, maintaining competition, and providing goods and services.
   5. Analyze the impact of monetary policy and other government influences on the economy on personal economic well-being including employment opportunities, purchasing power, interest rates, and opportunities for investment and savings.

D. Explain why there is often a tension between a citizen's desire for government services and benefits and the citizen's willingness to pay taxes for them.

Benchmark 4.4: Students will evaluate, take, and defend positions about the formation and implementation of public policy. ***(12.8, 12.13)***

4.4 Indicators:
Students reach this benchmark when they are able to:

A. Describe a current issue of public policy at local, state, or national level.

1. Identify the major groups interested in the issue and explain their positions.
2. Identify the points at which citizens can monitor and influence the process of public policy formation.
3. Explain the processes by which public policy concerning the issue is formed and carried out.

B. Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, the environment, gun control, capital punishment, etc.

C. Evaluate the usefulness of other forms of political participation in influencing public policy, e.g., voting, attending political and governmental meetings, contacting public officials, working on campaigns, contributing money to political parties or causes, writing letters, organizing communities, filing a legal challenge, participating in civil disobedience, demonstrating, boycotting, petitioning, picketing, expressing opinions on talk shows, running for political office, etc.

Making Domestic Policy

The Legislative Branch

Benchmark 4.5: Students will explain the organization of the United States Congress. ***(12.8)***

4.5 Indicators:
Students reach this benchmark when they are able to:

A. Identify Congress as being composed of a lower house--the House of Representatives with 435 members--and an upper house--the Senate with 100 members.
1. Describe the organization of the United States House of Representatives, i.e., Speaker of the House, leadership positions, committees, terms of members, districting and representation, and compensation and perks.
2. Describe the organization of the United States Senate, i.e., Vice-president, President of the Senate Pro-Tempore, leadership positions, committees, terms of members, representation, and compensation and perks.
3. Describe membership characteristics of the United States Congress, i.e., average age, occupation, educational background, demographic characteristics, etc.

B. Explain the theories of representation used by members of Congress, i.e., delegate theory and trusteeship theory.

C. Explain the role and influence of congressional staffs and congressional agencies.

Benchmark 4.6: Students will identify the powers of Congress. ***(12.8)***

4.6 Indicators:
Students reach this benchmark when they are able to:

A. Explain congressional powers found in Article I, Section 8 of the U.S. Constitution, e.g., power to declare war, impeachment, etc.

B . Describe distinct powers given to the Senate, i.e., confirmation power, etc.

C . Describe distinct powers given to the House, i.e., money bills start in the House, etc.

D . Describe how Congress checks the other two branches of government and how the other two branches check Congress.

Benchmark 4.7: Students will describe how Congress shapes public policy. ***(12.8)***

4.7 Indicators:
Students reach this benchmark when they are able to:

A . Explain that Congress responds to the public agenda and makes the laws in the public policy-making process.

B . Describe how a bill becomes a law by going from proposed legislation to floor vote in both houses.

C . Describe the similarities and differences between the lawmaking process in the House and the Senate, e.g., filibuster, Rules Committee, etc.

Benchmark 4.8: Students will evaluate, take, and defend a position on how citizens can exert influence on Congress. ***(12.13)***

4.8 Indicators:
Students reach this benchmark when they are able to:

A . Explain the ways individuals and groups can have an impact on lawmaking through letters, lobbying, demonstrations, opinion polls, etc.

B . Analyze the effectiveness of efforts to influence Congress by examining historical and contemporary examples such as the women's suffrage movement, the civil rights movement, and current debates over gun control.

The Executive Branch

Benchmark 4.9: Students will explain the organization of the executive branch. ***(12.8)***

4.9 Indicators:
Students reach this benchmark when they are able to:

A . Identify the executive branch as consisting of the Executive Office of the President, the White House staff, and cabinet departments.
1. Describe the various offices and departments in the executive branch and their individual responsibilities and powers.
2. Explain the criteria presidents use to fill appointed posts such as cabinet secretaries and staff members in the executive branch.

B. Identify the constitutional requirements to be president and vice president and the line of presidential succession.
1. Describe the unwritten requirements for the presidency, i.e., popularity, charisma, moral character, etc.
2. Explain the rationale for the line of presidential succession.

C. Describe the compensation and perks of the Office of the President.

Benchmark 4.10: Students will identify the powers of the president. ***(12.8)***

4.10 Indicators:
Students reach this benchmark when they are able to:

A. Describe the formal powers of the president as outlined in Article II of the Constitution, e.g., power of appointment, commander-in-chief, etc.

B. Explain the various informal powers of the president such as national morale builder, party leader, and world leader.

C. Describe the various veto powers of the president.

Benchmark 4.11: Students will describe how the president shapes public policy. ***(12.8)***

4.11 Indicators:
Students reach this benchmark when they are able to:

A. Explain how presidents use their office and the media to influence the public agenda.

B. Explain how the various roles that presidents play, i.e., chief of state, chief diplomat, chief legislator, etc., allow presidents to shape the direction of public policy.

C. Evaluate the president's role in the foreign policy arena.

Benchmark 4.12: Students will evaluate, take, and defend a position on how citizens can exert influence on the executive branch. ***(12.13)***

4.12 Indicators:
Students reach this benchmark when they are able to:

A. Explain the ways individuals and groups can have an impact on presidential decisions.

B. Analyze the effectiveness of efforts to influence the president and executive branch decision making by examining historical and contemporary examples such as the Cuban Missile Crisis, anti-war efforts during the 1960s, and Watergate.

The Bureaucracy

Benchmark 4.13: Students will explain the organization of the bureaucracy. ***(12.8)***

4.13 Indicators:
Students reach this benchmark when they are able to:

A . Identify the bureaucracy as consisting of the nonelected officials (bureaucrats) who carry out specific government functions.
1. Identify independent regulatory commissions, government corporations, independent executive agencies, executive agencies, and cabinet-level departments headed by a secretary.
2. Explain how private government contractors complete much of the work government cannot complete.

B . Describe the civil service system and how it is used to prevent the abuse of power within the bureaucracy.

Benchmark 4.14: Students will identify the powers of the bureaucracy. *(12.8)*

4.14 Indicators:
Students reach this benchmark when they are able to:

A . Explain how individual agencies and departments within the bureaucracy interpret and implement policies passed by Congress and signed by the president.

B . Explain the power individual bureaucratic agencies have to hold hearings, conduct investigations, levy fines, etc.

C . Describe the power and function of the General Accounting Office and how it serves as a check on the bureaucracy.

Benchmark 4.15: Students will describe how the bureaucracy shapes public policy. *(12.8)*

4.15 Indicators:
Students reach this benchmark when they are able to:

A . Explain why representatives from bureaucratic agencies often testify before Congress to initiate new programs or to preserve old ones.

B . Explain the term iron triangles and describe how they work.

Benchmark 4.16: Students will evaluate, take, and defend a position on how citizens can exert influence on the bureaucracy. *(12.13)*

4.16 Indicators:
Students reach this benchmark when they are able to:

A . Explain the ways individuals and groups can have an impact on bureaucratic decisions.

B . Analyze the effectiveness of efforts to influence the bureaucracy by examining historical and contemporary examples such as regulation of the meat packing industry, automobile safety regulations (seat belts, etc.), and EPA air quality standards.

The Judicial Branch

Benchmark 4.17: Students will explain the organization of the United States judicial system. ***(12.8)***

4.17 Indicators:
Students reach this benchmark when they are able to:

A. Describe the organization of the United States judicial system as consisting of state and federal courts each with separate jurisdiction connected through the appellate process.
1. Describe the structure of the federal court system, i.e., the U.S. Supreme Court, the U.S. Courts of Appeals, District Courts, and special courts.
2 Explain the three major types of federal law: constitutional, criminal, and civil.
3. Explain the concepts of original and appellate jurisdiction.
4. Explain the process of becoming a federal judge.

B. Explain the importance of an independent judiciary in American constitutional government.

C. Describe the adversary system and evaluate its advantages and disadvantages.

Benchmark 4.18: Students will identify the powers of the federal judiciary. ***(12.8)***

4.18 Indicators:
Students reach this benchmark when they are able to:

A. Explain the importance of the Judiciary Act of 1789 and the constitutional role of Congress to shape the federal judicial system.

B. Explain how judicial review (*Marbury* v. *Madison*) reflects the American ideal of limited government.

C. Explain the significance of the supremacy clause (Article IV, Section I).

Benchmark 4.19: Students will describe how the federal judiciary shapes public policy. ***(12.8)***

4.19 Indicators:
Students reach this benchmark when they are able to:

A. Explain how the Supreme Court decides to accept cases for hearing, e.g., precedents, *stare decisis*, rule of four, petition of *certiorari*, role of law clerks, etc.

B. Explain how the Supreme Court hears and decides the cases it accepts for review, e.g., filing briefs, *amicus curiae*, oral arguments, conference deliberation, majority, *per curium*, dissenting, and concurring opinions.

C. Explain how the philosophies of judicial activism and judicial restraint influence Court decisions.

D. Evaluate the significance of the Supreme Court to influence policy by limiting the power of government and protecting the rights of individuals

Benchmark 4.20: Students will evaluate, take, and defend a position on how citizens can exert influence on the judiciary. ***(12.4, 12.13)***

4.20 Indicators:
Students reach this benchmark when they are able to:

A. Explain the ways individuals and groups can have an impact on judicial decisions.

B. Examine historic and contemporary examples of individuals who have demonstrated the power to change and influence the meaning of the law, e.g., Clarence Earle Gideon (*Gideon* v. *Wainwright,* 1963), "Jane Roe" (*Roe* v. *Wade,* 1973), Alan Bakke *(Regents of the University of California* v. *Bakke,* 1978), etc.

Virginia Government

Benchmark 4.21: Students will explain the organization of Virginia's government. ***(12.7, 12.8)***

4.21 Indicators:
Students reach this benchmark when they are able to:

A. Identify Virginia's legislative branch as the General Assembly composed of a lower house (the House of Delegates) with 100 members elected from proportional districts for two year terms and an upper house (the Senate) with 40 members elected from proportional districts for four year terms.
1. Describe the qualifications for office, the sessions of the General Assembly, and the organization of both houses of the legislature.
2. Describe the legislative process through which a bill becomes a law in Virginia.

B. Identify Virginia's executive branch as three elected officers the governor, the lieutenant governor, and the attorney general.
1. Describe the term of office, the qualifications for office, and the agencies and departments under each officer's direction.
2. Describe the various cabinet departments and independent agencies of the executive branch.

C. Identify Virginia's judicial branch as consisting of the Supreme Court of Virginia, Court of Appeals, circuit courts, general district courts, juvenile and domestic relations courts, and small claims courts.
1. Describe the selection process and terms for judges of Virginia's courts.
2. Identify the jurisdiction of each court.
3. Describe the role juries play in the administration of justice.

Benchmark 4.22: Students will identify the powers of the state government. ***(12.7, 12.8)***

4.22 Indicators:
Students reach this benchmark when they are able to:

A. Describe the formal duties of each branch of state government as outlined in the Virginia Constitution.

B. Describe the formal and informal powers of the governor, the Speaker of the House of Delegates, and the lieutenant governor.

C. Describe the effects of Dillon's Rule in enhancing the powers of the General Assembly to oversee the operations of local government throughout the state

Benchmark 4.23: Students will describe how state government shapes public policy. ***(12.7, 12.8)***

4.23 Indicators:
Students reach this benchmark when they are able to:

A. Explain how the governor, lieutenant governor, and members of the General Assembly use their offices to influence the public agenda.

B. Explain how the General Assembly responds to the public agenda and makes the laws.

Benchmark 4.24: Students will evaluate, take and defend a position on how citizens can exert influence on state government. ***(12.13)***

4.24 Indicators:
Students reach this benchmark when they are able to:

A. Explain the ways individuals and groups can have an impact on state government.

B. Analyze the effectiveness of efforts to influence state government decision making by examining historical and contemporary events such as efforts to amend the Virginia Constitution, citizen-generated legislative initiatives, and efforts to end school segregation.

Fairfax County Government

Benchmark 4.25: Students will identify the powers and characteristics of local government in Virginia. ***(12.9)***

4.25 Indicators:
Students reach this benchmark when they are able to:

A. Describe the structure of local government in Virginia: county, city, town, and regional.

B. Identify the responsibilities of county and city governments:
1. to enact and enforce local ordinances
2. to provide for the health, safety, welfare, comfort, and convenience of its inhabitants (the police power) and to provide for commerce and industry in the jurisdiction
3. to levy taxes permitted to local governments and to appropriate local funds for local purposes
4. to borrow money and to pledge the credit of the jurisdiction within prescribed limits or according to prescribed procedures
5. to take private property for public use, subject to statutory requirements and with just

compensation (eminent domain)
6. to sue and be sued

C. Explain the concept that local government in Virginia is a "creature" of the state and that local governmental authority is significantly limited by Dillon's Rule.

Benchmark 4.26: Students will explain the organization of Fairfax County government. ***(12.9)***

4.26 Indicators:
Students reach this benchmark when they are able to:

A. Identify Fairfax County's government as an urban county executive form of government, known generically as a council-manager government, in which a part-time Board of Supervisors sets broad policy and the County Executive implements policy by developing a yearly budget, recommending the appointment of senior civil servants, and overseeing the operation of government on a daily basis.
1. Describe the term of office held by members of the Board of Supervisors and the districts they represent.
2. Describe both how the Chairman of the Board of Supervisors is elected and the term and prerogatives of the office.
3. Describe both how the County Executive is appointed and the term of office.
4. Identify the current authority and responsibility of the Board of Supervisors and the County Executive.

B. Identify the five constitutional officers who are elected by and serve Fairfax County: treasurer, sheriff, attorney for the Commonwealth, clerk of the circuit court, and commissioner of the revenue.
1. Describe the election process and term for each office.
2. Explain the responsibilities of each office.

Benchmark 4.27: Students will explain how county government shapes public policy. ***(12.9)***

4.27 Indicators:
Students reach this benchmark when they are able to:

A. Explain how members of the Board of Supervisors use their office to influence the public agenda.

B. Explain how the Board of Supervisors responds to the public agenda and makes local policy.
1. Describe how the board makes policy and passes ordinances.
2. Evaluate the effects of Dillon's Rule in the policy-making process

Benchmark 4.28: Students will evaluate, take, and defend a position on how citizens can exert influence on county government. ***(12.13)***

4.28 Indicators:
Students reach this benchmark when they are able to:

A. Explain the ways individuals and groups can have an impact on county government.

B . Analyze the effectiveness of efforts to influence county government by examining the ways citizens can shape politics and policy at the grass roots level, i.e., direct participation in public meetings, personal contact with officials, letter writing, volunteering to serve on boards and commissions, lobbying, demonstrations, participation in elections, etc.

Making Foreign Policy

Understanding International Relations

Benchmark 4.29: Students will explain how the world is organized politically. ***(12.14)***

4.29 Indicators:
Students reach this benchmark when they are able to:

A . Explain the division of the world into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it.

B . Explain why there is no political organization at the international level with power comparable to that of the nation-state.

Benchmark 4.30: Students will explain how nation-states interact with each other. ***(12.14)***

4.30 Indicators:
Students reach this benchmark when they are able to:

A . Describe the most important means nation-states use to interact with one another:
1. diplomacy
2. treaties, agreements
3. international law
4. trade
5. economic incentives and sanctions
6. military force and the threat of force

B . Explain common reasons and consequences for the breakdown of order among nation-states, e.g., conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.

C . Explain why and how the breakdown of order between and within nation-states can affect their own lives and the lives of others.

Benchmark 4.31: Students will evaluate, take, and defend positions on the purposes and functions of international organizations in the world today. ***(12.14)***

4.31 Indicators:
Students reach this benchmark when they are able to:

A . Describe the purposes and functions of the major governmental international organizations, e.g., United Nations, NATO, World Court, Organization of American States, etc.

B . Describe the purposes and functions of major nongovernmental international organizations (NGOs), e.g., multinational corporations, religious organizations, International Red Cross, Amnesty International, etc.

United States Foreign Policy and the World Today

Benchmark 4.32: Students will explain the concept of national interest and the major responsibilities of government for creating and maintaining a foreign policy. ***(12.8)***

4.32 Indicators:
Students reach this benchmark when they are able to:

A . Describe the process by which United States foreign policy is made, including the roles of federal agencies, interest groups, the public, and the media.
1. Explain what powers the Constitution gives to the president, Congress, and the federal judiciary in foreign affairs and how these powers have been used over time.
2. Explain the tension between constitutional provisions and the requirements of foreign policy, e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of emergency, the power of the president to make treaties and the need for the Senate to ratify them, etc.

B . Describe the various means used to attain United States foreign policy goals such as diplomacy; economic, military and humanitarian aid; treaties; sanctions; military intervention; covert action; etc.

C . Explain possible tensions among American values, principles, and interests as the nation deals with the practical requirements of international politics, e.g., a commitment to human rights and the requirements of national security, etc.

D . Evaluate national interest as a criterion for American foreign policy.

Benchmark 4.33: Students will explain how and why the United States assumed the role of world leader after World War II and its leadership role today. ***(12.14)***

4.33 Indicators:
Students reach this benchmark when they are able to:

A . Evaluate the major foreign policies that have characterized relations of the United States with the world, e.g., imperial power, isolationism, and world leader.

B . Explain the effects on other nations of significant American political developments, e.g., immigration policies, opposition to communism, promotion of human rights, trade, economic aid, military aid, and humanitarian aid.

Benchmark 4.34: Students will evaluate the proper role of the United States in major areas of foreign policy, e.g., peacemaking and peacekeeping activities, foreign aid, and other areas, in the post-Cold War era. ***(12.8)***

4.34 Indicators:
Students reach this benchmark when they are able to:

A . Describe the changing role of the United States in the post-Cold War world.

B . Analyze one current United States foreign policy initiative.

Benchmark 4.35: Students will evaluate, take, and defend positions about what the relationship of the United States should be to international organizations in the post-Cold War era. ***(12.14)***

4.35 Indicators:
Students reach this benchmark when they are able to:

A . Describe the role of the United States in establishing and maintaining principle international organizations, e.g., United Nations, World Bank, NATO, Organization of American States, International Monetary Fund, etc.

B . Identify some important bilateral and multilateral agreements to which the United States is signatory, e.g., North American Free Trade Agreement, etc.

Benchmark 4.36: Students will evaluate, take, and defend positions about the relationship of the government to the function of the economy in the United States and other nations. ***(12.14, 12.15)***

4.36 Indicators:
Students reach this benchmark when they are able to:

A . Compare the United States economic system with those of major democratic and authoritarian nations in terms of economic goals and institutions.

B . Describe the role of the government in the economy, the relationships between economic and political freedoms and the global economy, and the allocation of resources and its impact on worldwide productivity.

Benchmark 4.37: Students will describe ways Americans can influence foreign policy. ***(12.13)***

4.37 Indicators:
Students reach this benchmark when they are able to:

A . Analyze effective means to bring about peaceful change in United States foreign policy.

B . Describe previous efforts--both successful and unsuccessful--by citizens to exert influence on United States foreign policy decision makers; i.e., isolationist efforts during World Wars I and II, the peace movement during the Vietnam War, campaigns to end world hunger, etc.

Fairfax Framework Standard I

Students will identify and understand rights and responsibilities as citizens of the United States.

Topic 5 Civil Liberties and Civil Rights

Civil Liberties and Civil Rights in the United States

Benchmark 5.1: Students will define civil liberties and civil rights. ***(12.12)***

5.1 Indicators:
Students reach this benchmark when they are able to:

A. Identify civil liberties, such as freedom of speech, thought, and action as guaranteed in the First Amendment to the Constitution as the personal rights of citizens.

B. Identify civil rights as the right of every citizen to be treated equally under the law and to have equal opportunity.

Benchmark 5.2: Students will analyze the Bill of Rights. ***(12.2, 12.4, 12.12)***

5.2 Indicators:
Students reach this benchmark when they are able to:

A. Evaluate the extent and limitations of First Amendment freedoms of religion, speech, press, assembly and petition through Supreme Court cases such as *Engle* v. *Vitale, Lemon* v. *Kurtzman, Lee* v. *Weisman, Schenck* v. *U.S., Tinker* v. *Des Moines, Texas* v. *Johnson, NY Times* v. *U.S.*, etc.

B. Explain the importance of substantive due process of law for individuals, e.g., when the Court has found that an entire law is in violation of an individual's right to equal protection.

C. Explain the importance of procedural due process of law for individuals accused of crimes, e.g., illegal searches and seizures, right to counsel, right against self-incrimination, right to appeal, etc., through Supreme Court cases such as *Miranda* v. *Arizona, Gideon* v. *Wainwright, Furman* v. *Georgia,* etc.

Benchmark 5.3: Students will explain the selective incorporation of the protections of the Bill of Rights through the due process clause of the Fourteenth Amendment. ***(12.3, 12.4, 12.7)***

5.3 Indicators:
Students reach this benchmark when they are able to:

A. Explain how and why the Bill of Rights was originally intended to limit only actions of the national government.

B. Identify Supreme Court cases beginning with *Giltow* v. *New York* in which protections found in the Bill of Rights were applied to the states.

Protecting Civil Liberties and Civil Rights

Benchmark 5.4: Students will describe the expansion of civil rights and civil liberties. ***(12.3, 12.7, 12.12)***

5.4 Indicators:

Students reach this benchmark when they are able to:

A. Explain efforts to expand the equal protection of the laws for all persons through equal opportunity legislation and Supreme Court cases such as *Brown* v. *Board of Education*, *Heart of Atlanta Motel* v. *United States*, etc.

B. Evaluate contemporary issues that involve questions of individual rights, e.g., school prayer, sexual harassment, consumer product safety, affirmative action, privacy, etc.

Fairfax Framework Standard II

Students will conduct inquiries and research--gathering, analyzing, interpreting, and communicating facts associated with themes, movements, and general principles operating in history and civics.

Topic 6: Skills for Participating in Civic Life

Information Literacy, Research, and Communication

Benchmark 6.1: Students will acquire information from a variety of sources, including print and electronic media, to conduct civic research. ***(12.13)***

6.1 Indicators:
Students reach this benchmark when they are able to:

A. Identify the most appropriate source(s) of information for the problem at hand.
1. Develop productive and relevant research questions.
2. Use appropriate channels and procedures to obtain needed information from public and private sources including libraries, the Internet, government agencies, community groups, etc.

B. Use newspapers, magazines, journals, charts, maps, graphs, and other printed materials to obtain information and opinions about issues, candidates, and other subjects related to government and politics.
1. Read at the level appropriate for the type of research to be conducted.
2. Distinguish the various parts of a newspaper or magazine, e.g., editorials, news stories, opinion pages, etc.,
3. Apply basic reading processing skills, i.e., reading for the main idea, using subject and index headings, summaries, etc., when researching.

C. Use electronic media such as television and computers to access information.
1. Operate and access electronic media, e.g., television, VCRs, computers, the Internet, computerized card catalogs, etc., for research purposes.
2. Recognize the advantages and disadvantages of electronic media versus print media, i.e., reliability of sources, depth, documentation and other support materials, etc.

Benchmark 6.2: Students will analyze information for accuracy and bias. ***(12.13)***

6.2 Indicators:
Students reach this benchmark when they are able to:

A. Understand the role and nature of the news media in the United States.
1. Distinguish between pseudo-events and real events as reported in the news.
2. Detect possible bias in information obtained based on its source.
3. Separate statements of fact (reporting) from opinions (editorializing).

B. Evaluate the validity and quality of information.

1. Distinguish normative and empirical statements.
2. Explain the credibility of their source.

Benchmark 6.3: Students will organize information and data using a variety of methods. ***(12.13)***

6.3 Indicators:
Students reach this benchmark when they are able to:

A. Analyze and synthesize information.
1. Break larger concepts into smaller concepts.
2. Combine ideas and research into more inclusive concepts or arguments.
3. Develop hypotheses and test them with the research and data obtained.

B. Clarify and organize information according to consistent sets of criteria.
1. Establish a "checklist" or other means to determine what information is useful for a particular purpose, i.e., research paper, presentation, etc.
2. Use research journals, notecards, outlines, spreadsheets, databases, and other means to organize their information.

Benchmark 6.4: Students will effectively communicate their ideas, opinions, and political views. ***(12.13)***

6.4 Indicators:
Students reach this benchmark when they are able to:

A. Organize information, data, research, and their own thoughts into a logical argument.

B. Identify the audience with whom they wish to communicate and tailor their presentation for that group.

C. Write analytical and narrative reports and papers.
1. Use the steps involved in the writing process, i.e., brainstorming, drafting, revising, reviewing, rewriting.
2. Write in a clear, concise, and correct manner.

D. Communicate using technology, i.e., multimedia presentations, charts, graphs, etc.

E. Make presentations in a public forum, whether it be the classroom or other public meeting, e.g., school board meeting, town meeting, etc.
1. Present research in a debate format.
2. Participate in classroom discussions in an effective manner.
3. Understand and respect the concerns and views of others engaged in the conversation, discussion, debate, or public forum.
4. Listen to others and ask appropriate questions at the appropriate time.
5. Use visuals in a presentation to help support their arguments.

Benchmark 6.5: Students will promote their interests through participation in the political process. ***(12.13)***

6.5 Indicators:
Students reach this benchmark when they are able to:

A. Identify political interests or goals.
1. Distinguish between long-term and short-term goals.
2. Recognize what might be realistically achieved in a given situation through political action.

B. Identify an appropriate strategy for promoting interests or reaching goals.
1. Examine various strategies for political action for their effectiveness, i.e., voting, letter writing, protesting, etc.
2. Calculate costs and benefits of one strategy over another.

C. Identify political parties, interest groups, and other organizations with similar interests and work with these groups to achieve like goals.
1. Identify and take on various roles within the group, i.e., discussion leader, campaign organizer, etc.
2. Cooperate with others of different race, gender, culture, ethnicity, age, and ideology.
3. Cope with disagreement within a group and find solutions to such disagreements, including compromise, empathizing with others, and active listening.

D. Identify and use established procedures within the appropriate bureaucracy, government agency, or other political organization to promote interests and reach goals.

Fairfax Framework Standard IV

Students will apply knowledge of history and civics to make decisions and solve problems.

Critical Thinking and Civic Virtue

Benchmark 6.6: Students will make decisions about where they stand politically, who to vote for, and other issues concerning government and politics. ***(12.13)***

6.6 Indicators:
Students reach this benchmark when they are able to:

A . Identify personal and political values involved in political decisions.
1. Determine which values are involved in the decision and which values are of greatest importance.
2. Collect information relevant to the decision at hand.

B . Identify realistic alternatives.
1. Identify consequences of alternatives for themselves and others.
2. Assess the consequences of the alternatives based on determined values or goals.

Benchmark 6.7: Students will make judgments about the actions of public officials and institutions, current domestic and international events, and other issues concerning government and politics. ***(12.13)***

6.7 Indicators:
Students reach this benchmark when they are able to:

A . Identify or, if necessary, develop, criteria for making a political judgment, i.e., evaluating a person, institution, or decision in terms of some set of criteria.
1. Identify their own values and beliefs relevant to the problem or issue at hand.
2. Develop a criteria, or set of standards, for assessing political actions, candidates, and other issues concerning government and politics based on these values.

B. Reassess criteria based on a changing political climate and their own political growth.

Benchmark 6.8: Students will reflect on their own involvement and commitment to political and social issues currently facing the nation. ***(12.13)***

6.8 Indicators:
Students reach this benchmark when they are able to:

A . Identify ways individual actions and beliefs can produce desired consequences.

B . Identify their personal rights and responsibilities in a given situation.
1. Determine if the preservation or sacrifice of their personal rights outweighs the goals of the common good.
2. Take appropriate action in a given situation based on their personal commitment to a civil society.

Introduction

Assessment strategies used in Virginia/United States Government classrooms should focus on how students perform academically, what they have learned at a particular point in time, what difficulties they have experienced in their learning, and how instruction might be designed to reflect student achievement. Accurate assessment should provide the teacher with information about how well a student has achieved the benchmarks and indicators of the Virginia/United States Government POS.

Guiding Principles

Assessment should:

- match the POS standards, benchmarks, and indicators with classroom instruction.
- clearly communicate evaluation criteria to students before and during the learning process.
- include evaluation of products, performances, and processes over time.
- take a variety of forms in the classroom to serve multiple purposes and intelligences.
- occur frequently, with the results promptly communicated to provide students with incentives to learn and to improve.
- be an ongoing process to include opportunities for reteaching and reassessment.
- enhance the learning and teaching process by clearly communicating what the student knows and is able to do.
- result in interactions between teachers and students that promote further learning.
- provide information that students and teachers can use for self-evaluation.

Types of Assessment

There are many different types of assessment. **Selected response assessments** are familiar to most teachers and include multiple choice, true-false, and matching tests. These "pen and paper" assessments are useful in determining a student's grasp of basic factual material and by no means should they be excluded from a teacher's repertoire of assessment activities. **Performance assessments** assess a broader spectrum of skills and higher levels of knowledge and application. These assessments typically evaluate a student's performance, an end-product, or a task. Often times, alternative assessments give students an opportunity to demonstrate their understanding and to apply knowledge, skills, and habits of mind in a variety of contexts including short answer questions, oral presentations, portfolios, illustrations, analytical essays, and discussions.

Since most teachers are familiar with selected response assessments, this section of the Virginia/U.S. Government POS examines performance assessments through the use of rubrics to broaden a teacher's assessment portfolio.

Frequently Asked Questions About Rubrics

What are rubrics and why are they useful?

A **rubric** states clear guidelines for assessing how well a student meets evaluation criteria for a particular assignment. Rubrics are most useful in evaluating final products or tasks as they clarify the points of distinction between achievement levels within certain criteria.

What are the types of rubrics used in the Virginia/United States Government POS?

Rubrics for seven teaching strategies commonly used by teachers in the classroom are included in the Virginia/United States Government POS. Two separate types of rubrics are presented for each strategy:

- **Primary Trait Rubrics** describe levels of performance of a task or end-product in relation to given objectives.
- **Analytic Rubrics** describe the levels of performance of a task in relation to specific grading domains and their elements.

How do I choose the kind of rubric to use?

Choosing a rubric depends on the purpose of the assessment and the audience. Different rubrics might be used with the same assignment at different points throughout a lesson, project, or activity. In general, primary trait rubrics provide more general judgments about the overall success of a student's achievement while analytic rubrics provide specific feedback for students about their achievement levels within individual elements of an assignment.

Do new rubrics have to be created with each assignment?

The rubrics provided in the Virginia/United States Government POS are based on teaching strategies, not specific standards, benchmarks, or indicators. These generic rubrics can serve as templates for teachers utilizing these strategies in their classrooms and can be adjusted to support the purpose, specific objectives, and tasks teachers are assessing.

How do rubrics translate to grades?

There are no set rules for converting rubric scores to letter grades. Thus, it is entirely up to the teacher to determine how they will convert rubric scores to align with the FCPS grading scale. This conversion should be based on the assignment and on what the teacher considers to be acceptable for an "A," "B," "C," etc. For example, when using the *primary trait rubric* for an analytic essay teachers could identify high "A's" and low "A's" among a group of "A" papers. These levels of distinction could translate to a different score on the primary trait rubric. So, on a five point scale, 5's and 4's might both receive an "A" when converted to a letter grade.

When converting *analytic rubric* scores to grades, it is important to remember the cut point. The **cut point** is the point on the analytic rubric which indicates acceptable completion of a task. The cut point refers to the level of achievement that all students at a given grade level should be able to reach. For example, if on an analytic rubric a student scored a three out of five possible points in four scoring domains, the total score would equal a 12 out of a possible 20 points or 60 percent. However, if the cut point for the rubric is three, the student has met the minimal requirements for the assignment and should therefore receive a "C."

What are anchors and when are they useful?

Anchors are clear examples of student performances, tasks, writing, or other end products for each level of a rubric. Anchors make it clear, for example, what a "5" paper looks like, what a "4" poster looks like, and so on. Anchors provide models for students to emulate and for teachers to use when grading student work. The more general the rubric, the greater the need for anchors to

clarify the distinctions among levels of performance within a rubric. The more specific the rubric, the less need there is for anchors.

Anchors can come from a variety of sources including past student work; student, professional, or teacher-generated models specifically for that rubric; or from other teachers. As teachers begin to use rubrics, they should begin to build a collection of anchors for each rubric they use.

Hints and Considerations When Creating a Rubric

Hints

- Share your ideas with other teachers and get feedback from colleagues to ensure your rubrics are clear.
- The more specific your rubric is, the more useful it will be.
- When using a rubric written by someone else, make sure that it supports your assignment. You may need to amend it to match your purposes.
- Involve students as much as possible in the creation of rubrics. Students can review samples of work, identify different levels of success, and write descriptors for each level.
- Correlate your grading scale after you have constructed the rubric. Create a conversion chart and share it with your students so they know how their scores translate to letter grades.

Considerations

- Does the rubric work for all students, or will accommodations be needed for selected students?
- Does the top score represent an ideal that is attainable?
- Is the top score too easily attainable?
- Can student performance lack one or more of the criteria and still be considered adequate--in other words, where should the cut point be set?
- How will the rubric be communicated to students?
- Can this rubric be used to encourage students to assess their own performance and the performance of their peers?

Virginia/United States Government Rubrics

The following rubrics can be used to evaluate seven teaching strategies found in most Virginia/United States Government classrooms: class discussions, oral presentations, technology presentations, portfolios, simulation activities, visuals and illustrations, and thesis-based essays. A primary trait and an analytic rubric are included for each strategy. Teachers are reminded that these are templates and should be viewed as models for further adaptations to meet the needs of a particular classroom or content.

Class Discussions: Primary Trait Rubric

Objective: To participate in a class or group discussion on a selected topic.

Student Objectives: The student will be able to:

- discuss the topic in a logical manner using analogies, examples, inferences, and synthesis.
- apply a knowledge of the topic by introducing past learning, stating a position, and introducing new ideas.
- speak articulately while involving others and respecting their viewpoints.
- listen actively by focusing on the speaker and asking questions for clarification.

Assessment:

5 Consistently discusses the topic in a logical manner. Makes clear and valid analogies, examples, and inferences. Synthesizes key concepts or problems. States positions using facts that recall past learning and serve to introduce new ideas. Actively participates by speaking articulately, involving peers, and respecting the opinions of others. Listens actively by focusing on the speaker at all times and asks clarifying questions.

4 Discusses the topic in a logical manner. Makes clear and valid analogies, examples, and inferences. States most positions using facts that recall past learning and serve to introduce new ideas. Participates by speaking and usually involves peers and respects the opinions of others. Listens actively by focusing on the speaker.

3 Occasionally discusses the topic in a logical manner. Occasionally makes clear and valid analogies and examples. States some positions using facts that recall past learning. Speaks with some hesitancy and attempts to involve and respect others. Listens occasionally to speaker.

2 Discusses the topic with inaccurate and and irrelevant analogies and examples. States a position without supporting facts or with incorrect facts. Speaks only with encouragement. Shows little evidence of listening to others.

1 Does not discuss the topic using any examples, analogies, or inferences. States a position that does not facilitate dialogue. Does not participate or disrupts discussion. Shows no evidence of listening to others.

Class Discussions: Analytic Rubric

Objective: To participate in a class or group discussion on a selected topic.

Student Objectives: The student will be able to:
- discuss the topic in a logical manner using analogies, examples, inferences, and synthesis.
- apply a knowledge of the topic by introducing past learning, stating a position, and introducing new ideas.
- speak articulately while involving others and respecting their viewpoints.
- listen actively by focusing on the speaker and asking questions for clarification.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Higher Order Thinking ___ **out of 5**

5 Offers consistent logical and valid analogies, examples, inferences, and synthesis.
4 Offers logical and valid analogies, examples, and inferences.
3 Offers occasional logical and valid analogies and examples.
2 Offers inaccurate and irrelevant analogies and examples.
1 Offers no analogies, examples, or inferences.

Knowledge and Use of Content ___ **out of 5**

5 States positions using facts that recall past knowledge and introduce new ideas.
4 States most positions using facts that recall past knowledge and introduce new ideas.
3 States some positions using facts that recall past knowledge.
2 States a position without supporting facts or with incorrect facts.
1 States a position that does not facilitate dialogue.

Verbal Participation ___ **out of 5**

5 Actively participates by speaking articulately, involving peers, and respecting the opinions of others.
4 Participates by speaking and usually involves peers and respects other's opinions.
3 Speaks with some hesitancy and attempts to involve peers.
2 Speaks only with encouragement.
1 Does not participate or disrupts discussion.

Listening ___ **out of 5**

5 Listens actively by focusing on the speaker at all times and asking clarifying questions.
4 Listens actively by focusing on the speaker.
3 Listens occasionally to speaker.
2 Shows little evidence of listening to others.
1 Shows no evidence of listening to others.

Total _____ **out of 20**

Oral Presentations: Primary Trait Rubric

Objective: To deliver a factual, focused, and audience-appropriate oral presentation.

Student Objectives: The student will be able to:

- plan and deliver a presentation that demonstrates a thorough understanding of a topic.
- demonstrate an adequate use of language and speech techniques appropriate to the audience.
- use visuals to enhance the communication of ideas where appropriate to the topic.
- demonstrate collaboration and planning within group presentations when appropriate.

Assessment:

5 Presentation is well-developed, unified, and focused. The material presented is factually correct and demonstrates a thorough understanding of the topic and a high degree of analysis. Presentation is organized with strong central point, logical sequence, and a coherent flow. Presenter is enthusiastic and has a good sense of audience. Presenter demonstrates a skillful use of language and speech techniques, including eye contact, clarity, and voice projection with no distracting behavior. Visuals used add relevance to the spoken information and are creative and well-prepared. Presenter is able to keep audience engaged throughout the presentation. It is obvious to observers that planning and practice have gone into the preparation. If presenting as a group, all members are equally engaged in the presentation and coordination and planning are obvious.

4 Presentation is developed and focused with logical sequence and coherent flow. Material is factually correct and presentation shows an understanding of the material and some analysis. Presenter delivers the presentation with confidence and a sense of the audience. The presenter demonstrates a good use of language and speech techniques and maintains audience interest without distracting behavior. Visuals used may be relevant to the presentation but may lack creativity. If presenting as a group, some members are more actively engaged in the presentation, although collaboration and planning are evident.

3 Presentation shows some organization, is generally logical in sequence but may not be clearly focused. Information is presented in a knowledgeable manner but there may be a few factual errors. Presenter demonstrates an adequate use of language and speech techniques, but may not be comfortable in front of an audience by pacing or exhibiting other nervous movement, speaking too fast or too softly, or avoiding eye contact with the audience. Visuals are somewhat relevant to the presentation but lack clarity. If presenting as a group, presentation demonstrates some preparation but not all members participate.

2 Presentation lacks organization and focus. Information presented is incomplete with some major factual errors and is not presented in a discernibly logical sequence. Material is obviously not well-developed or researched. Presenter demonstrates inadequate use of language and speech techniques by reading directly from notes, makes little eye contact, and has poor voice control. Visuals lack relevance to the topic. Audience is not kept engaged by the presentation. If presenting as a group, collaborative efforts are not well-coordinated and some members are not engaged in presentation.

1 Presentation is incomplete, undeveloped, and unclear. Presentation lacks focus and contains many factual errors. Presenter demonstrates no awareness of language or speech techniques and coveys little awareness of the audience. Presenter has no visuals. If presenting as a group, collaboration is not evident and only one student participates.

Oral Presentations: Analytic Rubric

Objective: To deliver a factual, focused, and audience-appropriate oral presentation.

Student Objectives: The student will be able to:
- plan and deliver a presentation which demonstrates a thorough understanding of a topic.
- demonstrate an adequate use of language and speech techniques appropriate to the audience.
- use visuals to enhance the communication of ideas where appropriate to the topic.
- demonstrate collaboration and planning within group presentations when appropriate.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Factual Content

___ **out of 5**

5 Demonstrates thorough understanding of topic with high degree of analysis.
4 Facts are correct with some analysis.
3 Presents in a knowledgeable manner with only minor factual errors.
2 Contains some factual errors in presentation and little or no analysis.
1 Demonstrates little understanding of the topic and has major factual errors.

Presentation Planning

___ **out of 5**

5 Presentation is organized and well planned with a focus, strong central point, logical sequence, and a coherent flow.
4 Presentation is organized and shows planning with focus, logical sequence, and coherent flow.
3 Presentation shows some organization and is generally logical in sequence but may not be focused or have a discernible central point.
2 Presentation lacks organization and focus, sequence does not follow a discernible pattern.
1 Presentation shows complete lack of organization, planning, and focus.

Speaking Techniques

___ **out of 5**

5 Speaks enthusiastically and knowledgeably with good vocal clarity, eye contact, audience engagement, and no distracting behavior.
4 Demonstrates good use of speech and delivery techniques and maintains audience interest without distracting behavior.
3 Demonstrates adequate use of speech and delivery techniques but may show some discomfort before an audience.
2 Shows an inadequate use of speech and delivery techniques by reading from notes, little eye contact with audience, and poor voice control.
1 Conveys little awareness of the audience.

Use of Visuals

___ **out of 5**

5 Visuals add relevance to the presentation and are creative and well-prepared.
4 Visuals may be relevant to the presentation but lack creativity.
3 Visuals are somewhat relevant to the topic but lack clarity or creativity.
2 Visuals lack relevance to the topic.
1 No visual.

Oral Presentations: Analytic Rubric (con't.)

Collaboration (for group presentations)

___ out of 5

5 Presentation demonstrates collaboration and planning by having all members equally engaged.
4 Presentation reflects coordinated efforts, but some members are more actively engaged than others.
3 Presentation demonstrates some preparation with minimum participation by some members.
2 Presentation is not well-coordinated and some group members are not engaged.
1 Collaboration and planning are not evident.

Total _____ out of 20/25

Technology Presentations: Primary Trait Rubric

Objective: To create and present a technology-driven program to inform or persuade the viewer about a topic or an idea using *Power Point, mPower,* or other presentation software.

Student Objectives: The student will be able to:

- design and present a computer report that is creative, appropriate, and appealing in both sound and graphic quality.
- incorporate information that is appropriate, thorough, and well-developed.
- organize information logically and use correct grammar and spelling.
- draw upon a variety of sources for information, images, and sound, and use correct documentation.
- create a presentation that is effective, cohesive, and well-timed.

Assessment:

5 The presentation reflects outstanding sound and visual design qualities throughout. Both creativity and originality are impressive. The content is appropriate, well-developed, and makes extensive use of specific terms and concepts. The presentation is very appealing, demonstrates logical sequencing of ideas, and is free of all grammar and spelling errors. Use of a broad range of authoritative sources is correctly documented. The presentation is highly effective, cohesive, and well-timed.

4 The presentation reflects strong sound and visual design qualities. Creativity and originality are apparent. Content is appropriate and makes frequent use of specific terms and concepts but is not fully developed. The presentation demonstrates logical sequencing of ideas but has minor grammar and spelling errors. Use of a variety of authoritative sources is evident. The presentation is generally effective, cohesive, and well-timed.

3 The presentation reflects appropriate sound and visual design qualities. Creativity is attempted. The content is limited in referencing key terms and concepts. Logical sequencing of ideas is attempted but inconsistent. Errors in grammar and spelling are apparent. Use of authoritative sources is evident but limited; documentation of sources is incomplete. The presentation is marginally effective; but sequencing and timing are inconsistent.

2 The presentation shows distracting flaws and/or inconsistencies in design quality. There is little evidence of creativity or originality. The content is marginally appropriate with few references to terms and concepts. Ideas are randomly placed; sequencing is confusing and reduces effectiveness. Errors in grammar and spelling are apparent. Use of authoritative sources is limited; there are errors or inconsistencies in documentation. Some frames are unreadable, or inappropriate. Timing is off. Effectiveness is marginal.

1 Presentation fails to meet minimal standards. Sound and visual quality are marginal or poor. When attempted, creativity tends to be inappropriate. There are few connections to content; information is based upon undocumented or questionable sources. There are numerous errors. Ideas are sequenced illogically. The presentation is ineffective and/or inappropriate.

Technology Presentations: Analytic Rubric

Objective: To create and present a technology-driven program to inform or persuade the viewer about a topic or an idea using *Power Point*, *mPower*, or other presentation software.

Student Objectives: The student will be able to:

- design and present a computer report that is creative, appropriate, and appealing in both sound and graphic quality.
- incorporate information that is appropriate, thorough, and well-developed.
- organize information logically and use correct grammar and spelling.
- draw upon a variety of sources for information, images, and sound, and use correct documentation.
- create a presentation that is effective, cohesive, and well-timed.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Visual/Sound Quality ___**out of 5**

5 Product reflects outstanding sound/graphic design qualities throughout.
4 Visual/sound quality is impressive; some frames contain a few minor errors.
3 Generally adequate visual/sound quality with some errors or inconsistencies.
2 Considerable errors and/or inappropriateness in visual/sound quality.
1 Visual/sound quality is poor.

Content ___**out of 5**

5 Content rich; ideas and explanations are thorough and appropriate.
4 Information and ideas are appropriate but lack full development
3 Information is limited; ideas are presented but lack cohesion.
2 Information is generalized; ideas and connections are undeveloped.
1 Erroneous and/or illogical ideas and explanations.

Organization and Mechanics ___**out of 5**

5 Presentation demonstrates an insightful sequencing of ideas; error free.
4 Presentation shows logical sequencing with minor grammar/spelling errors.
3 Logical sequencing of ideas attempted but not uniform; apparent errors.
2 Ideas randomly placed; sequencing confused; errors reduce effectiveness.
1 Illogical organization of ideas is evident; error-ridden; difficult to view.

Use of Sources ___**out of 5**

5 Uses a broad range of authoritative sources; correctly documented.
4 Uses a variety of authoritative sources; slight errors in documentation.
3 Uses some authoritative sources; errors and/or inconsistencies in documentation.
2 Use of sources is very limited; major errors in documentation apparent.
1 No authoritative sources used.

Technology Presentations: Analytic Rubric (con't.)

Presentation Effectiveness **___out of 5**

5 Presentation is effective and well-timed.
4 Presentation is effective, generally well-timed.
3 Many frames are effective but sequencing and timing are problems.
2 Presentation lacks cohesiveness; some frames are inappropriate.
1 Presentation fails to meet minimal project standards.

Total _____out of 25

Portfolios: Primary Trait Rubric

Objective: To compile a portfolio of materials that demonstrates mastery of a specified set of outcomes (e.g., political cartoons, the roles of a president, a closeup of Congress, etc.)

Student Objectives: The student will be able to:

- organize materials so as to meet the project expectations.
- demonstrate ability to compile and analyze appropriate information.
- summarize and make connections to key concepts and terms.
- produce a product that is neat, effective, and creative.

Assessment:

5 The portfolio exceeds project expectations. The product shows considerable evidence of planning and thoughtful organization. Choice of materials and examples is both creatively varied and consistently appropriate for the assigned activity. Analysis of each item is thorough and reflects a deep understanding of content. Summaries of the material reflect insight and consistently make connections to key concepts and terms. Visual quality is outstanding.

4 The portfolio meets project expectations. The product shows evidence of planning and thoughtful organization. Choice of materials and examples shows variety and is appropriate for the assigned activity. Analysis of each item is thorough and reflects an understanding of content. Summaries of the material reflect insight and make connections to key concepts and terms. Visual quality is impressive.

3 The portfolio meets most of the project expectations. The product shows evidence of planning and organization. Choice of materials and examples is varied and generally appropriate for the assigned activity. Analysis of each item is attempted. Summaries of the material reflect understanding and frequently make connections to concepts and terms. Visual quality is adequate.

2 The portfolio meets some of the project expectations. The product shows some planning with inconsistent organization. Choice of materials and examples is limited and at times inappropriate for the assigned activity. Analysis is undeveloped and/or erroneous. Summaries of the material reflect limited understanding and make few connections to concepts and terms. Visual quality is inadequate.

1 The portfolio does not meet the project expectations. The product reflects a lack of planning and weak organization. Choice of materials and examples is inappropriate for the assignment. Analysis is either not evident or based upon weak generalizations. Summaries reflect lack of understanding and make few or no connections to concepts and terms. Visual quality is poor.

Portfolios: Analytic Rubric

Objective: To compile a portfolio of materials that demonstrates mastery of a specified set of outcomes (e.g., political cartoons, the roles of a president, a closeup of Congress, etc.)

Student Objectives: The student will be able to:
- organize materials so as to meet the project expectations.
- demonstrate ability to compile and analyze appropriate information.
- summarize and make connections to key concepts and terms.
- produce a product that is neat, effective, and creative.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Organization ___out of 5

5 Shows considerable evidence of planning and organization.
4 Shows evidence of planning and organization.
3 Planning and organization evident but not fully developed.
2 Some planning evident but organization is inconsistent.
1 Planning not evident; product very disorganized.

Compile and Analyze Information ___out of 5

5 Uses a broad range of sources; analysis is appropriate and well-developed.
4 Uses a variety of sources; analysis is appropriate but lacks full development.
3 Variety of sources is limited; analysis is attempted but undeveloped.
2 Few materials used; some may be inappropriate; analysis is very limited.
1 Choice of materials is inappropriate; analysis is superficial or not evident.

Content ___out of 5

5 Content rich; makes numerous references to key terms and concepts.
4 Makes frequent references to terms and concepts.
3 Terms and concepts used but limited.
2 Content weak; few connections made.
1 Information based upon vague generalizations.

Graphic Quality ___out of 5

5 Product reflects outstanding visual qualities (neatness, mechanics, and creativity).
4 Visual quality is impressive; a few minor errors.
3 Generally adequate visual quality with some errors or inconsistencies.
2 Considerable errors and/or inconsistencies in visual quality.
1 Visual quality is poor.

Total _____ out of 20

Simulation Activities: Primary Trait Rubric

Objective: To enhance classroom instruction through a role-playing activity that allows practical application of important factual knowledge.

Student Objectives: The student will be able to:

- integrate factual knowledge of an area of government through role playing.
- use outside resources and analysis to develop the role.
- display skills appropriate to the role played.
- actively contribute to the simulation through role-playing.

Assessment:

5 Presentation of character in role-play demonstrates thorough understanding of objectives and procedures of the simulation. Presentation of character also shows mastery of knowledge of the subject area. Development of character shows evidence of extensive outside research and analysis. Role-play depicts skillful use of language and speech techniques appropriate to procedures. Participant is present for entire simulation, dresses appropriately in character, and shows extensive character development.

4 Presentation of character in role-play demonstrates an understanding of the objectives and procedures of the simulation. Presentation of the character shows good command of knowledge of the subject area. Development of character shows evidence of outside research and analysis. Role-play depicts good use of language and speech techniques appropriate to procedures. Participant is present for the entire simulation, dresses appropriately in character, and shows thorough character development.

3 Presentation of character in role-play demonstrates a familiarity with the objectives and procedures of the simulation. Presentation of the character shows some knowledge of the subject area. Development of character shows some evidence of outside research and analysis. Role-play depicts fair use of language and speech techniques and marginal use of factual content and appropriate procedures. Participant is present for most of the simulation.

2 Presentation of character in role-play demonstrates some familiarity with the objectives of the simulation. Presentation of the character reflects an incomplete knowledge of the subject area. Development of character shows little evidence of outside research and analysis. Role-play depicts marginal use of language and speech techniques and little use of factual content and appropriate procedures. Participant is present for some of the simulation.

1 Participant shows little or no interest in the activity. Presentation of character in role-play demonstrates no familiarity with the objectives of the simulation and little knowledge of the subject area. Development of character shows no evidence of outside research and analysis. Role-play depicts poor use of language and speech techniques and no use of factual content and appropriate procedures, or participant's absence had a negative impact on the simulation.

Simulation Activities: Analytic Rubric

Objective: To enhance classroom instruction through a role-playing activity that allows practical application of important factual knowledge.

Student Objectives: The student will be able to:
- integrate factual knowledge of an area of government through role playing.
- use outside resources and analysis to develop the role.
- display skills appropriate to the role played.
- actively contribute to the simulation through role-playing.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Factual Accuracy ___ **out of 5**

5 Presentation of character in role-play shows mastery of knowledge of subject area
4 Presentation of character in role-play shows good command of knowledge of subject area.
3 Presentation of character in role-play shows some knowledge of subject area.
2 Presentation of character in role-play shows inaccurate knowledge of subject area.
1 Presentation of character in role-play shows no knowledge of subject area.

Use of Resources ___ **out of 5**

5 Development of character shows evidence of extensive outside research and analysis.
4 Development of character shows evidence of outside research and analysis.
3 Development of character shows an attempt to provide evidence of outside research and analysis.
2 Development of character shows little evidence of outside research and analysis.
1 Development of character shows no evidence of outside research and analysis.

Use of Skills ___ **out of 5**

5 Role-play displays mastery of language and speech techniques appropriate to procedures.
4 Role-play displays skillful use of language and speech techniques appropriate to procedures.
3 Role-play displays good use of language and speech techniques appropriate to procedures.
2 Role-play displays a marginal use of language and speech techniques appropriate to procedures.
1 Role-play displays no use of language and speech techniques appropriate to procedures.

Simulation Activities: Analytic Rubric (con't.)

Participation ___ **out of 5**

5 Participant is present for entire simulation, is dressed in character, and shows extensive character development.
4 Participant is present for entire simulation, is dressed in character, and shows good character development.
3 Participant is present for most of the simulation.
2 Participant is absent for the simulation.
1 Participant's absence had a negative impact on the simulation.

Total _____ out of 20

Visuals and Illustrations: Primary Trait Rubric

Objective: To present an idea or concept through a visual presentation.

Student Objectives: The student will be able to:
- show a thorough understanding of topic area.
- demonstrate use of resources appropriate to the topic.
- organize and present information on assigned topic.
- produce a visual that demonstrates clarity, craftsmanship, and creativity.

Assessment:

5 The product shows a thorough understanding of the topic and demonstrates use of complete and accurate information. The product shows evidence of planning and organization: titles are centered, section headings stand out, and main ideas are emphasized. Borders, illustrations, and symbols enhance the presentation. The use of color, shape, and pictures lead the reader through the visual and are not distracting. Visuals are large enough to be seen easily by the whole class. The product accurately presents the assigned topic; this is achieved through the use of more than one visual medium. Legibility, neatness, and craftsmanship are evidenced in making the material easily viewed and coherent to the audience.

4 The product demonstrates an understanding of the topic. The product shows evidence of planning and organization: titles are centered, section headings, and main ideas are present. Borders, illustrations, and symbols are used. The use of color, shape, and pictures lead the reader through the visual. Visuals are seen by the entire class with little effort. The product presents the assigned topic correctly using more than one visual medium. Legibility and neatness exist, making the material easily viewed to the audience.

3 The product presents information in a knowledgeable manner with minor factual errors. The product shows an attempt at planning and organization: titles and section headings exist as do most of the main ideas. There is some attempt to enhance the visual through the use of colors and visuals. Visuals are related to the topic but not crucial to the presentation. Visuals central to the topic may exist but are incomplete. Attempts at legibility and neatness make the viewing of material by the audience somewhat difficult.

2 The product contains some factual errors and incomplete information. The product relays the assignment's main ideas but lacks clear focus. The product shows little evidence of planning and organization: titles are not centered, section headings do not exist. There is no use of borders, illustrations, or symbols to enhance the presentation. Visuals are too small, too blurred, or too faint to be easily understood. Work is displayed in an awkward manner and unrelated information is presented. Work may be unfinished, lack polish, or include errors.

1 The product demonstrates little understanding of the topic and has major factual errors. The product only marginally relates to the assignment. The product shows no evidence of planning or organization. The product is cluttered or messy. Little or no attempt has been made to make the product visually appealing. Visuals are difficult to view, crude, or shoddily executed using materials that do not stand up well to presentation.

Visuals and Illustrations: Analytic Rubric

Objective: To present an idea or concept through a visual presentation.

Student Objectives: The student will be able to:
- show a thorough understanding of topic area.
- demonstrate use of resources appropriate to the topic.
- organize and present information on assigned topic.
- produce a visual that demonstrates clarity, craftsmanship, and creativity.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Factual Accuracy ___ **out of 5**

5 Demonstrates thorough understanding of topic using complete and accurate information.
4 Demonstrates an understanding of topic.
3 Presents information in a knowledgeable manner with minor factual errors.
2 Contains some factual errors and incomplete information.
1 Demonstrates little understanding of the topic and has major factual errors.

Use of Appropriate Resources ___ **out of 5**

5 Uses a large variety of resources to gather information.
4 Uses some resources to gather information.
3 Uses provided materials with little attempt to find new material.
2 Attempts to use provided materials.
1 Does not use of appropriate resources.

Organization ___ **out of 5**

5 Shows much evidence of planning and organization; exceeds project guidelines.
4 Shows evidence of planning and organization; meets project guidelines.
3 Shows an attempt at planning and organization; meets most project guidelines.
2 Shows little evidence of planning and organization; does not meet some project guidelines.
1 Shows no evidence of planning or organization; project guidelines ignored.

Visual Appeal and Clarity ___ **out of 5**

5 Legibility, neatness, and creativity are evident in making the material easily viewed and appealing to the audience.
4 Legibility and neatness exist, making the material easily viewed by the audience.
3 Attempts at legibility and neatness make the viewing of material by the audience somewhat difficult .
2 Work is displayed in an awkward manner, is unfinished, and lacks polish.
1 Little or no attempt to make visual appealing

Total_____ out of 20

Thesis-based Essays: Primary Trait Rubric

Objective: Students will write a 500-word* thesis-driven, analytical essay using research and documentation to persuade the reader of the validity of a theory or an idea.

Student Objectives: The student will be able to:

- organize research so as to present and argue a clear thesis.
- demonstrate ability to research, compile, and analyze information.
- apply a knowledge of terms, concepts, and processes in support of the thesis.
- compose the essay in an organized and informed manner using correct documentation.

Assessment:

5 Establishes a strong, well-defined thesis; uses a broad range of authoritative information in support of the thesis. Information, ideas, and relationships are well-developed, with explanations and numerous supporting details. Essay demonstrates logical sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization; makes numerous connections to key concepts and terms. An attention-getting introduction and strong conclusion are evident. The essay is essentially error-free. A variety of sentence structure, rich vocabulary, and creative ideas are present.

4 Establishes a well-defined thesis; uses a range of authoritative information in support of the thesis. Information, ideas, and relationships are well-developed, with explanations and supporting details. Essay demonstrates logical sequencing of most ideas through well-developed paragraphs; transitions are in evidence; makes connections to key concepts and terms. An introduction and a strong conclusion are evident. There may be a few errors in mechanics, documentation, usage, or sentence structure, but they do not interfere with the effectiveness of the essay.

3 A position is taken and defined but may lack clarity; uses some researched information in support of the thesis but inconsistent or erroneous documentation is apparent. Information, ideas, and relationships are developed but the essay lacks an overriding sense of purpose and cohesion. Some transitions are used. An introduction and conclusion was attempted. The writing reflects weak control of vocabulary and organization. Errors in mechanics and grammar occasionally interfere with the effectiveness of the essay.

2 Thesis position not clearly stated; development is fragmented; makes few connections to topic. Use of researched information in support of the thesis is limited. Inconsistent or erroneous documentation is apparent. Information, ideas, and relationships are undeveloped. Errors in mechanics, usage, and sentence structure limit the effectiveness of the essay.

1 The essay does not have a clear position. The essay is undeveloped with few or no connections made to concepts and terms. There is weak paragraph structure. No introduction or conclusion is used. Illogical organization of ideas is evident. No outside sources are used. Multiple errors present in sentence structure, spelling, punctuation, and grammar.

*Length and specifications determined by the teacher.

Thesis-based Essays: Analytic Rubric

Objective: Students will write a 500-word* thesis-driven, analytical essay using research and documentation to persuade the reader of the validity of a theory or an idea.

Student Objectives: The student will be able to:
- organize research so as to present and argue a clear thesis.
- demonstrate ability to research, compile, and analyze information.
- apply a knowledge of terms, concepts, and processes in support of the thesis.
- compose the essay in an organized and informed manner using correct documentation.

Scoring Guide: Each category is rated 1 (lowest) to 5 (highest).

Thesis and Organization ___ **out of 5**

5 Takes a strong, well-defined position; uses numerous supports.
4 Establishes a well-defined thesis with a number of supports.
3 Establishes a thesis but lacks clarity; some supports given.
2 Thesis implied but not stated; few supports cited.
1 No thesis stated.

Compile and Analyze Information ___ **out of 5**

5 Ideas and explanations are appropriate and well-developed.
4 Information and ideas are appropriate but lack full development.
3 Information and ideas are presented but lack cohesion.
2 Information, ideas, and connections are undeveloped.
1 Erroneous or illogical ideas and explanations.

Content ___ **out of 5**

5 Content rich; makes numerous references to terms and concepts.
4 Makes frequent references to terms and concepts.
3 Terms and concepts used but limited.
2 Few connections to content.
1 Information based upon vague generalizations.

Organization ___ **out of 5**

5 Essay demonstrates a logical sequencing of ideas throughout.
4 Evidence of logical sequencing in most paragraphs.
3 Logical sequencing of ideas attempted but not uniform.
2 Ideas randomly placed; sequencing confused.
1 Illogical organization of ideas is evident.

Thesis-based Essays: Analytic Rubric (con't.)

Use of Documented Sources ___ **out of 5**

5 Uses a broad range of authoritative sources; correctly documented.
4 Uses a variety of authoritative sources; slight errors in documentation.
3 Use some authoritative sources; errors or inconsistencies in documentation.
2 Use of sources is very limited; major errors in documentation apparent.
1 No authoritative sources used.

Total _____ out of 25

* Length and specifications determined by the teacher.

Introduction

Virginia/United States Government teachers have numerous resources, collected over the years, which have become perennial favorites. In addition, most teachers are familiar with the "basic" resources that are readily available to enhance Virginia/United States Government such as *The Washington Post, The Washington Times,* C-SPAN, and so on. The lists here include resources that may be unfamiliar to teachers and thus can be seen as valuable additions to a teacher's "bag of tricks." In no way should this list of resources be seen as exhaustive or prescriptive. Teachers throughout the county are continually adding to it.

Textbooks

All students enrolled in Virginia/United States Government should have an individual basal textbook. The following correlation charts are designed to help teachers coordinate their instruction with the POS and the two textbooks adopted by the Fairfax County School Board for this course:

United States Government: Democracy in Action by Richard C. Remy, Glencoe/McGraw-Hill, 1998
Government in America by Richard J. Hardy, McDougal Littell/Houghton Mifflin, 1996

POS topics are aligned with units and chapters from each textbook. Teachers are reminded that the sequence of instruction is entirely up to the individual teacher to decide. What is important is that the standards, benchmarks, and indicators for each topic in the POS are taught in the course of the school year.

United States Government: Democracy in Action by Richard C. Remy

Topic	Unit	Chapter
1. Civic Life		
Civic Life in the United States	5 - Liberty and Justice for All	5 - Citizenship in the United States
Participating in Civic Life	6 - Participating in Government	9 - Elections and Voting
2. Political Culture		
Political Culture in the United States	6 - Participating in Government	16 - Political Parties 18 - Interest Groups and Public Opinion 19 - The Mass Media
Participating in Political Culture	3 - Influencing Government	18 - Interest Groups and Public Opinion
3. Principles of American Constitutional Government	1 - Foundations of American Government	1 - People and Government 2 - Origins of American Government 3 - The Constitution 4 - The Federal System
4. Public Policy		
Public Policy in the United States	7 - Public Policy and Services	21 - Social and Domestic Policy 20 - Taxing and Spending
Making Domestic Policy: The Legislative Branch	2 - The Legislative Branch	5 - The Organization of Congress 6 - Development of Congressional Powers 7 - Congress At Work
The Executive Branch	3 - The Executive Branch	8 - The Presidency 9 - Presidential Leadership
The Bureaucracy	3 - The Executive Branch	10 - The Federal Bureaucracy
The Judicial Branch	4 - The Judicial Branch	11 - The Federal Court System 12 - Supreme Court Decision Making 15 - Law In America
Virginia Government	8 - State and Local Government	23 - Structure and Function of State Government
Fairfax County Government	8 - State and Local Government	24 - Structure and Function of Local Government

United States Government: Democracy in Action by Richard C. Remy (con't.)

Topic	Unit	Chapter
Making Foreign Policy: Understanding International Relations	1 - Foundations of American Government 7 - Public Policies and Services	1 - People and Government 22 - Foreign Policy and Defense
United States Foreign Policy and the World Today	7 - Public Policies and Services 10 - Political and Economic Systems	22 - Foreign Policy and Defense 25 - Political Systems in Today's World 26 - Development of Economic Systems 30 - Our Interdependent World
5. Civil Liberties and Civil Rights		
Civil Liberties and Civil Rights in the United States	5 - Liberty and Justice for All	13 - Constitutional Freedoms
Protecting Civil Liberties and Civil Rights	5 - Liberty and Justice for All	14 - Citizenship and Equal Justice

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Government In America by Richard J. Hardy

Topic	Unit	Chapter
1. Civic Life		
Civic Life in the United States	1 - Foundations of American Government	1 - Principles of Government
Participating in Civic Life	3 - Political Participation: Government by the People	11 - Voter's Handbook
2. Political Culture		
Political Culture in the United States	3 - Political Participation: Government by the People	8 - Public opinion in American Democracy 10 - Political Parties
Participating in Political Culture	3 - Political Participation: Government by the People	9 - Interest Groups and Their Influence 11 - Politics in Action
3. Principles of American Constitutional Government	1 - Foundations of American Government	1 - Principles of Government 2 - Origins of American Government 3 - The Constitution 4 - Federalism: The Division of Power
4. Public Policy		
Public Policy in the United States	7 - Government in Action: American Public Policy	19 - Taxing, Spending, and Economic Policies 21 - Policies Toward Business, Labor, and Agriculture 22 - Policies for Energy and the Environment 23 - Social Policies and Programs
Making Domestic Policy: The Legislative Branch	4 - National Government: The Legislative Branch	12 - Congress: Its Powers, Structure, & Members 13 - The Lawmaking Process
The Executive Branch	5 - National Government: The Executive Branch	14 - The Office of President 15 - The Powers of the President
The Bureaucracy	5 - National Government: The Executive Branch	16 - Government at Work
The Judicial Branch	6 - National Government: The Judicial Branch	17 - The Supreme Court and the Federal Court System 18 - Law and the Legal Process

Government In America **by Richard J. Hardy (con't.)**

Topic	Unit	Chapter
Virginia Government	8 - State Government	24 - The Structure of State Governments 25 - State Polices and Finances
Fairfax County Government	9 - Local Government	26 - The Structure of Local Governments 27 - Local Government Policies and Finances
Making Foreign Policy: Understanding International Relations	1 - Foundations of American Government 7 - Government in Action: American Public Policy	1 - Principles of Government 20 - Foreign Policy and National Defense
United States Foreign Policy and the World Today	7 - Government in Action: American Public Policy 10 - Political and Economic Systems	20 - Foreign Policy and National Defense 28 - The Role of Government in Economic Systems 29 - Comparing Systems of Government
5. Civil Liberties and Civil Rights Civil Liberties and Civil Rights in the United States	2 - Civil Rights and Civil Liberties	5 - Civil Liberties: The First Amendment Freedoms
Protecting Civil Liberties and Civil Rights	2 - Civil Rights and Civil Liberties	6 - Civil Liberties: Due Process of Law 7 - Civil Rights: Equal Protection of the Law

Books/Periodicals

Many of the books and magazines listed here can serve as both teacher and student resources. Teachers are cautioned, however, to preview any material first, especially magazines, to gauge its appropriateness for their students.

Topic 1: Civic Life

The American Reader, Diane Ravitch, 1990, HarperCollins
Speeches, essays, and poems that illustrate significant aspects of American life from colonial days to the present

An Aristocracy of Everyone: The Politics of Education and the Future of America, Benjamin R. Barber, 1992, Oxford University Press
Explores the role of education in creating a society based on the common good

The Death of Common Sense: How Law is Suffocating America, Philip K. Howard, 1994, Random House
Examines how overzealous litigation, oppressive rules, and government regulations have replaced common sense in American society

The Democracy Reader, Diane Ravitch and Abigail Thernstrom, 1992, HarperCollins
Speeches, essays, poems, and documents on freedom and human rights worldwide

The American Spectator, monthly magazine
An insider's view of politics and the players with a definite lean to the right

Harper's, monthly magazine
A monthly selection of readings and excerpts from other publications; famous for the *Harper's Index*, one page of facts and statistics that can be used to spark class discussions

The Nation, monthly magazine
Long-standing voice of the left in America

The New Republic, weekly magazine
Centrist approach to the week's political news

Utne Reader, bimonthly magazine
Dubbed the "Reader's Digest" of the alternative press, publishes a select number of articles from over 1,000 mainstream and non-mainstream magazines and newspapers worldwide

The Weekly Standard, weekly magazine
The right side of the week's political news

Topic 2: American Political Culture

CQ Researcher, 48 issues per year, Congressional Quarterly, Inc.
Each issue examines a current problem in detail with background information, a chronology, bibliography, and opposing viewpoints

Current Issues: Critical Issues Confronting the Nation and the World, annual editions, Close Up Foundation
Examines twenty domestic and foreign policy issues with background information, current status, and pro/con debate

Current News on File, 1998, Facts on File, Inc.
Biweekly news digest; good resource for students

Issues and Controversies on File, 1998, Facts on File News Service
Twice monthly publication devoted to news analysis and background information

The Washington Monthly, monthly magazine
Left leaning monthly examining politics, culture, and American lifestyles

Topic 3: Principles of American Constitutional Government

American Scripture: The Making of the Declaration of Independence, Pauline Maier, 1997, Vintage Books
By examining the dozens of other "declarations of independence" written by towns, counties, and states before 1776, Maier reveals the true origin of Jefferson's document

Original Meanings: Politics and Ideas in the Making of the Constitution by Jack N. Rakove, 1996, Vintage Books
Examines the politics and gamesmanship that went on at the constitutional convention; Pulitzer Prize winner

Eyewitness to America: 500 Years of America in the Words of Those Who Saw it Happen, David Colbert, 1997, Pantheon Books
Original documents (letters, speeches, editorials, etc.) from the famous to the common person

Topic 4: Public Policy

Almanac of American Politics, Michael Barone and Grant Ujifusa, 1998, National Journal
New edition with each new Congress; reference book with members of Congress, biographical information, and district and state information

Annual Report of the United States, 1998, Meredith Bagby, McGraw Hill
Written like a *Fortune 500* annual report, this is a highly visual account of the yearly economic health of the nation

The Bill: How Legislation Really Becomes Law, Steven Waldman, 1995, Penguin Books
Uses Clinton's National Service Bill as a case study look at how Washington really works

CQ Almanac, yearly editions, 1945-present, Congressional Quarterly, Inc.
Annual chronicle of the course of legislation and national political races

CQ Guide to Congress, CQ Guide to the Presidency, CQ Guide to the Supreme Court, 1991, Congressional Quarterly, Inc.
Comprehensive background information on each of the three branches including history, powers, and functions

Citizens Handbook, Fairfax County, VA., 1997, Fairfax County Office of Public Affairs
Alphabetical listing of services and agencies in Fairfax County

Congress A to Z, 1996, Congressional Quarterly, Inc.
Encyclopedic reference that quickly answers question about the legislative branch

Politics in America, Philip D. Duncan and Christine C. Lawrence, 1998, Congressional Quarterly, Inc.
State by state reference on members of Congress, their states and districts, and key issues

The Presidency A to Z, Michael Nelson (ed.), 1992, Congressional Quarterly, Inc.
Encyclopedic reference that quickly answers question about the executive branch

Presidential Leadership: Politics and Policy Making by George C. Edwards III and Stephen J. Wayne, 1997, St. Martin's Press
Excellent examination of the presidency with up to date examples

State of the World, Lester Brown, 1998, W.W. Norton and Company
Updated yearly, this book focuses on international issues

Statistical Abstract of the United States, 1998, U.S. Department of Commerce
What the census bureaus knows about us in chart and table format

Virginia Government and Politics: Readings and Comments, Thomas R. Morris and Larry J. Sabato, 1998, Weldon Cooper Center for Public Service, University of Virginia
In-depth examination and analysis of political life in the Old Dominion

Congressional Digest, monthly magazine
Features controversial issues currently being debated in Congress with background information and pro/con debate

CQ Weekly, weekly magazine
Features an insider's view of the week's events in Congress

Topic 5: Civil Rights and Civil Liberties

The Bill of Rights: A Users Guide, Linda Monk, 1991, Close Up Foundation
Detailed look at the Bill of Rights including history of each right and significant cases

May It Please the Court, Peter Irons and Stephanie Guitton, 1993, The New Press
Transcripts of oral arguments before the Court of 23 major cases since 1955; includes audio cassettes of the arguments and commentary from editors

Topic 6: Skills for Participating in Civic Life

Generation React: Activism for Beginners, Danny Seo, 1997, Ballantine Books
A teenage activist instructs his peers in the "how to's" of political activism

Internet Web Sites
(August 1998)

Although extensive, the web sites listed below are only a *few* of the many sites available to teachers and students for research, information gathering, and general educational purposes. It is **strongly** advised that teachers **thoroughly screen** each site before recommending it to students to check for changes in the site since publication of this POS and to assure that the site is appropriate for their students.

Topic 1: Civic Life

Civic Life in the United States

Educational Resources Information Center (ERIC): *http://www.aspensys.com/eric/index.html*
Huge archive of social studies resources including information and activities on citizens rights and responsibilities

Immigration and Naturalization Service: *http://www.ins.usdoj.gov*
INS home page with information on citizenship, citizenship tests, and publications

Library of Congress: *http://www.loc.gov*
Good site for documents, special research, and links to other sites

National Archives: *http://www.nara.gov/*
Documents and special exhibits at the National Archives

University of Michigan Document Library: *http://www.umich.edu/libhome/Documents.center*
Excellent research site with documents, speeches, campaigns, and presidents' pages

Participating in Civic Life

Who Cares: *http://www.whocares.org*
National nonprofit, nonpartisan organization devoted to educating young people about citizenship and community involvement

Service Learning: *http://www.closeup.org/act.htm*
Information on national service learning program

Topic 2: Political Culture

Political Culture in the United States

Gallup Organization: *http://www.gallup.com/index.html*
Current polls and surveys on campaigns and issues

Latinoweb: *http://www.latinoweb.com/favision/resource.htm*
General information on Latin American culture and issues

Mothers Against Drunk Driving: *http://www.lifetimetv.com/parenting/MADD/index.html*
Good information on the issue of drunk driving

Native American Resources: *http://www.cowboy.net/native/*
General information on Native American culture and government

National Opinion Research Center: *http://www.norc.uchicago.edu/*
Surveys for government, education, and private corporations; links to other sites with statistics

National Organization for Women Home Page: *http://www.now.org*
Current legislative issues affecting women

Pew Research Center for The People and the Press: *http://www.people-press.org/*
Information on attitudes toward the press, politics, and public policy issues

Roper Center for Public Opinion Research: *http://www.lib.uconn.edu/RoperCenter/*
Opinion surveys on current topics

U.S. Chamber of Commerce: *http://www.uschamber.org/chamber/chb.text.htm*
Current legislative issues affecting business

Participating in Political Culture

ABC News Reports: *http://www.prognet.com/contentp/abc.html*
Includes transcripts of news specials

Allpolitics: *http://www.allpolitics.com*
From CNN/Time, contains current issues and information

CBS News: *http://www.cbs.com/news//*
Updates of recent news stories and in-depth analysis

CNN Interactive: *http://www.cnn.com//*
Interactive site allows users to make comments on current stories

CSPAN: *http://www.cspan.org*
Program scheduling and current news

Campaign and issues information: *http://www.usatoday.com* (select politics)
Information on the current political world

Campaigns and Elections Online: *http://www.camelect.com/*
Summary of upcoming elections with poll information; some elements of the site are for subscribers only

Christian Coalition: *http://www.cc.org/*
Describes relevant issues and election information for the organization

Democratic National Committee: *http://www.democrats.org*
Information on Democratic Party issues with links to related sites

Ed. & Pub. Online Newspaper: *http://www.mediainfo.com/ephome/npaper/nphtm/online.htm*
General guide for over 1,000 newspapers

Electoral College Home Page: *http://www.nara.gov/fedreg*
Procedural information on the Electoral College as well as historical information on past presidential elections

Federal Election Commission: *http://www.fec.gov*
Information about candidates, PAC's, voting and elections, and financial reports of candidates

Green Party: *http://www.rahul.net/greens*
Information on the Green Party at the state and national levels

Libertarian Party: *http://www.lp.org/lp/*
Includes philosophies, membership, historical information, and a quiz

NBC News: *http://www.msnbc.com/l*
Includes links to MSNBC and CNBC

National Political Index: *http://www.politicalindex.com/*
Provides index of political information for voters, political activists,and others

National Public Radio: *http://www.npr.org/*
On-line source for National Public Radio broadcasts scripts and text

Newsweek: *http://www.newsweek.com*
Provides more depth and analysis of current issues

New York Times: *http://www.nytimes.com/*
Includes links related to current stories

PBS Online: *http://www.pbs.org/l*
On-line source for *Newshour*, *Frontline*, and other PBS broadcasts

Project Vote Smart: *http://www.vote-smart.org*
Thorough site of information on candidates and elected officials; includes lessons

Publius: *http://www.publius.com*
Election information for presidential campaigns

Reform Party: *http://www.reformparty.org/*
Includes party philosophy, news, membership, and election information

Republican National Committee: *http://www.rnc.org*
Information on Republican Party issues with links to related sites

The Right Side of the Web: *http://www.rtside.com*
Conservative philosophy with links to important issues

Third Parties and the Rocky Road to the White House: *http://www.greens.org/usa/tphist.html*
Problems of third parties since 1960s

Time Magazine: *http://time.com*
Provides more depth on stories in this week's issue

USA Today: *http://www.usatoday.com/*
The "nation's newspaper" on-line

US News and World Report: *http://www.usnews.com*
Inside analysis of current issue stories

Wall Street Journal Interactive: *http://interactive2.wsj.com/*
Interactive site allows users to comment, write letters to the editor, etc.

Washington Post: *http://www.washpost.com*
Includes links, in-depth background information, and archives of stories and features

Topic 3: Principles of American Constitutional Government

American History on the World Wide Web: *http://grid.let.rug.nl/~welling/usa*
Various documents essential to the study of foundations of government with biographies of the writers included

The Communitarian Network: *http://www.gwu.edu/~ccps/*
Alternative political philosophy with a "communist" approach

Documents at the National Archives: *http://www.mara.gov*
Collection of documents essential to the study of the foundations of government

Federalist v. Anti-Federalist Debates: *http://vi.uh.edu/pages/alhmat/ratdeb.html*
Excerpts from the Federalist Papers to illustrate ratification debates

John Locke On-line: *hypermall.com/LibertyOnline/Locke/index.html*
Contains the Second Treatise on Government broken down by chapter

Karl Marx On-line: *http://www.shef.ac.uk/uni/projects/gpp/Tapestry/society/thecom1.html*
The Communist Manifesto on-line

U.S. Constitution: *http://www.law.cornell.edu/law/index.html*
Background information on the Constitution using Supreme Court cases as an organizing tool

Topic 4: Public Policy

Public Policy in the United States

CATO Institute: *http://www.cato.org/*
Economic think tank with a variety of articles on economic issues

The Center for Defense Information: *http://www.cdi.org/*
Independent military policy making think tank with articles on defense issues

Economic Policy Institute: *http://epinet.org/*
Policy issue think tank contains articles on economic issues

Electronic Policy Network: *http://epn.org*
Variety of articles on policy issues from civic participation to economics and welfare

The Heritage Foundation: *http://www.heritage.org/*
Policy issue think tank contains articles on a variety of issues

Policy: *http://www.policy.com*
Information and commentary on current political issues with links to other appropriate sites

Progressive Policy Institute: *http://www.dlcppi.org/*
Contains articles on a variety of policy issues

The Urban Institute: *http://www.urban.org*
Social/economic policy think tank with articles on social and economic issues

Making Domestic Policy: Legislative Branch

CapWeb: *http://www.capweb.net/classic/index.morph*
Includes current campaign information and links to candidate and congressional home pages

FedNet: *http://www.fednet.net*
Daily committee and debate schedules available free; other information by subscription

General Accounting Office: *http://www.gao.gov/*
GAO reports and testimony arranged by subject area; can be ordered free of charge

The Hill: *http://www.hillnews.com*
Excellent source for information on the current Congress; updated weekly

House of Representatives: *http://www.house.gov*
Comprehensive information about the House and its members with links to Member's home pages

Roll Call: *http://rollcall.com*
Capital Hill newspaper; excellent source for information on the current congress; includes current election information by states, a Hill directory, and voting records

Senate: *http://www.senate.gov*
Comprehensive information about the Senate and its members with links to all Senate members' home pages; also includes a virtual tour of the Capitol

Specific Members of Congress: *http://www.house.gov/*(use the last name of Member here)
Shortcut directly to congressional home pages

Thomas: *http://www.thomas.loc.gov*
Comprehensive congressional site; provides up to date full documentation of all proposed legislation, an archive of legislation from previous Congresses, and complete information from Congressional Record on each bill

Vote-smart's Congressional Information: *http://www.vote-smart.org/congress/congress.html*
Information on committees, member's voting records, campaign issues, and more

Making Domestic Policy: The Executive Branch

History of the Presidency: *http://www.grolier.com/presidents/preshome.html*
Brief information on the Presidency including speeches, documents, film clips, etc.

Presidential Address: *http://www.law.uoknor.edu/ushist.html*
State of the Union and Inaugural Addresses as well as a number of documents from the Magna Carta to the War Powers Resolution

White House: *http://www.whitehouse.gov*
Most complete site for the executive branch; contains archives of documents and speeches, current topics, and links to the rest of the federal government

Making Domestic Policy: The Bureaucracy

Federal Web Locator: *http://www.law.vill.edu/fed-agency/fedwebloc.html*
Best site to locate federal agencies

Making Domestic Policy: The Judicial Branch

Legal Information Institute: *http://www.law.cornell.edu/*
Comprehensive site for all legal information from Supreme Court decisions to rules of law

Virtual Law Library, Indiana University: *http://www.law.indiana.edu/law/v-lib/lawindex.html*
Law related documents and organizations

OYEZ: *http://oyez.at.nwu.edu/oyez.html*
Recorded arguments and decisions of the Supreme Court as well as brief case descriptions and information on current justices

Findlaw: *http://findlaw.com*
Comprehensive site for Supreme Court and lower court decisions

Making Domestic Policy: Virginia Government

Council for State Government : *http://www.csg.org*
Current status on state government issues, federalism, etc.

General state information: *http://www.prairienet.org/~scruffy/f.htm*
Provides links to all state governments

Global Computing/U.S. States: *http://globalcomputing.com/states.html*
Links to information about all the states

Library of Congress: VA State and Local Government: *http://www.lcweb.loc.gov/global/state/va-gov.html*
Excellent site which takes you to all parts of Virginia government; can be used for other states by changing the last section of the address (eg: *pa-gov*)

National Association of State Information Resource Executives: *http://www.state.ky.us/nasire.org*
Current issues in state government and information on all the states

Richmond Times-Dispatch/Gateway: *http://www.gateway-va.com/pages/tdmain.htm*
Home page for the capital city's newspaper

Roanoke Times: *http://www.roanoke.com/*
Local and state news

Virginia Attorney General opinions: *http://www.state.va.us/~oag/opin/main.htm*
Official opinions of the Attorney General answering questions of law

Virginia Coalition for Open Government: *http://www5.infi.net/opengov/*
Supports open government under the Virginia Freedom of Information Act

Virginia Government Home Page: *http://www.state.va.us/home/governmt.html*
Information on all branches of Virginia government with links to agencies and local governments

Virginia Legislative Information System: *http://leg1.state.va.us/*
Contains Virginia state code (statutory law) and administrative code (agency rules) as well as all current bills and resolutions before the General Assembly, committees, etc.

Virginia State Corporation Commission: *http://dit1.state.va.us/scc*
Information on the commission and the commissioners

Virginia Supreme Court decisions: *http://www.courts.state.va.us/*
Court opinions, law library, court calendar, and general information on all state courts

Virginian Pilot : *http://www.pilotonline.com/*
Tidewater reporting

Making Domestic Policy: Fairfax County Government

Fairfax County Home Page: *http://www.fairfax.va.us/fairfax.htm*
General information about the county with links to the board of supervisors, courts, county executive, schools, community agencies, county maps, and the Citizen's Handbook

Fairfax County Citizen's Handbook: *http://www.fairfax.va.us/handbook/frame.htm*
Direct link to the Handbook on-line

Metropolitan Area Council of Government: *http://www.mwcog.org/*
Metropolitan area planning information on transportation, environmental program, and other issues

Northern Virginia Planning District Commission: *http://www.nvpdc.state.va.us/*
Organization of local governments in Northern Virginia including Arlington, Fairfax, Loudoun, and Prince William counties and the cities of Alexandria, Fairfax, Falls Church, Manassas & Manassas Park, and the towns of Herndon, Leesburg, and Vienna

National Association of Counties: *http://www.naco.org*
Compares county governments on a national scale and looks at common issues

Fairfax Journal: *http://www.jml.com*
The "local" paper on-line

Making Foreign Policy: Understanding International Relations

Center for Teaching International Relations: http://www.du.edu/ctir/index.html
Activities and links for teaching international relations

Embassies: *http://www.embpage.org*
Links to web sites of embassies and consulates around the world

Governments of the World: *http://www.adminet.com/world/gov*
Over 200 nations listed with information on government structure, leaders, and issues

Making Foreign Policy: U.S. Foreign Policy and The World Today

CIA World Factbook: *http://www.globalserve.netnac/wfb-all.html*
Facts and information on nations from the CIA

Department of State: *http://www.state.gov/*
Information about current U.S. foreign policy initiatives around the world

NATO: *http://www.nato.int/*
North Atlantic Treaty Organization home page

United Nations: *http://www.un.org/*
The UN on-line

Topic 5: Civil Liberties and Civil Rights

Civil Liberties and Civil Rights in the United States

American Civil Liberties Union Freedom Network: *http://www.aclu.org*
Liberal look at a plethora of issues concerning rights

Freedom Forum First Amendment Center: *http://www.freedomforum.org*
Link of the Newseum gives relevant information on First Amendment debates

Protecting Civil Liberties and Civil Rights

AFL-CIO: *http://www.aflcio.org/*
Current legislative issues affecting labor

American With Disabilities Act Document Center: *http://janweb.icdi.wvu.edu/kinder/*
Current legislative issues affecting those with disabilities; includes complete text of the Americans with Disabilities Act

Children's Defense Fund: *http://www.tmn.com/cdf/*
Children's policy issues

NAACP: *http://www.naacp.org*
General information on African-American culture and issues

U.S. Commission on Civil Rights: *http://www.usccr.gov/*
Bipartisan fact finding and investigative agency

Topic 6: Skills for Participating in Civic Life

American Political Science Association: *http://www.apsanet.org/*
Publications, journals, and research on political issues; good for research

Ask An Expert: *http://njnie.dl.stevens-tech.edu/curriculum/aska.html*
Experts on-line waiting to take your research questions

Federal Statistics: *http://www.fedstats.gov/*
Every number about everything; great for research

Videos

Teachers are reminded that only videos which have been approved by individual schools are eligible for classroom use. Any teacher wishing to use a video should check with his or her school librarian to obtain a copy of the approved video list for his or her school. Videos which have **not** been approved are **not** permitted to be used in the classroom. Teachers should check with their librarian or media specialist to get the proper forms and learn the correct procedure for adding unapproved videos to their school's list. This video approval procedure is outlined in Regulation 3005.3, a copy of which is found in the Appendix of the POS.

Software

Educational software for government and politics is limited at this time. Teachers should preview all software to ensure that it will meet their lesson's goals and objectives and educational standards.

Capitol Hill, Mindscape, 1993
Students play the role of a newly elected Member of Congress and must choose an office, hire a staff, vote on bills, answer constituent calls and letters, and so forth

The Doonesbury Election Game: Campaign '96, Mindscape, 1995
Students run a presidential campaign from announcement to election day. NOTE: May contain controversial content. Teachers must preview before using.

In the First Degree, Broderbund, 1995
Students examine a real case as they learn about and participate in a criminal investigation and trial

How a Bill Becomes a Law, Intellectual Software, 1994
Students attempt to pass a bill through Congress

Oval Office: Challenge of the Presidency, Meridian Creative Group, 1996
After being sworn in, students face a number of tough decisions in their role as president

Community/Government Resources

A few of the many directories and other reference materials listing local and federal government agencies, departments, individuals within the bureaucracy, and interest groups are listed below. In addition to these resources, the blue pages of the local telephone directory are a good place to start researching community and government resources.

Carroll's Federal Directory by Albert Ruffin (ed), 1995, Carrol Publishing
These yellow pages for the federal government are an excellent resource to discover and contact who's who in Washington

Congressional, Federal, and Judicial Staff Directories, 1998, Congressional Quarterly, Inc.
Each volume is an indexed reference listing individuals, departments, agencies, and bureaus found in each branch of the federal government; includes background information for each listing, phone numbers, and addresses

The CQ Desk Reference on American Government by Bruce Wetterau, 1995, Congressional Quarterly, Inc.
Great for trivia and easy answers to basic political questions.

Federal Regulatory Directory, 1997, Congressional Quarterly, Inc.
Current information on government agencies with profiles, powers, and functions

Washington '98, by John Russell (ed.), 1998, Columbia Books
Directory of key institutions and leaders--both public and private sector--in Washington

Introduction

Adapting teaching styles to accommodate student needs will helps *all* students learn more effectively. Teachers who use these adaptations allow students to express their knowledge in ways that recognize diverse student learning and intellectual styles. Doing so allows each student to experience success within a learning environment.

ESL Students

Teachers are reminded that ESL students bring a rich diversity of cultural and linguistic backgrounds to which they are adding the English language and American culture. In addition, ESL students come from a variety of educational backgrounds, ranging from extensive to little or no formal schooling. While there are predictable stages to their language development, the rate of second language acquisition varies from student to student. Even students who have exited the ESL program often need support as their English proficiency develops. The strategies that follow will help students who struggle with reading, writing, or speaking skills. These strategies are designed to help ESL students take charge of their learning.

- **Model the learning strategies and processes students are using.**

  ESL students often learn best when they see their teachers model their learning. Teachers should read silently when students are reading silently; teachers should write when students are writing; and so on.

- **Use a monthly calendar for planning.**

  ESL students often need extra time to prepare for quizzes and tests. Calendars help students organize their time more effectively.

- **Provide study guides at the *start* of each unit to all students.**

  ESL students may need extra time and resources to learn the material . A study guide at the beginning of each unit gives students a preview of what is to come and makes them responsible for getting the resources they may need or arranging for extra help.

- **Keep a variety of textbooks and other reading materials as well as audio and video resources in your classroom that students can sign-out overnight.**

  A variety of extra resources helps all students understand ideas and content more easily.

- **Reword confusing questions on quizzes and tests and allow extra time when possible.**

  ESL students may have a limited understanding of American idioms, slang, nonstandard English, and folklore. Teachers should make sure they are testing their students' knowledge of content and not their English proficiency. If ESL students have trouble understanding the meaning of a question, teachers should rephrase the question.

- **Focus on prewriting skills and periodically collect notes or outlines for essays.**

  Many ESL students come from cultures in which they are not trained to interpret or analyze content. Provide these students with opportunities to attempt first drafts of essays and other writing assignments so that they can learn grammatical structures, vocabulary, and methods of analysis by examining their own writing.

- **Use different readings from a variety of levels to present the same information.**

  ESL students often have trouble understanding and interpreting the complex readings found in many Virginia/United States Government classrooms (The Federalist Papers, the Constitution, etc.). ESL students should be given the option to read materials appropriate for their reading level. Be aware, however, that many ESL students need help choosing which materials to use since many come from backgrounds in which they could not make choices about their learning.

- **Explicitly teach students how to take notes in your class.**

  If you have a particular note-taking method you wish students to use in your classroom be sure that all students have a model they can follow. Invite students to share class notes so that ESL students may fill in gaps or periodically photocopy good class notes so students can see how notes should be organized.

- **Use an overhead or chalkboard to help ESL students take appropriate notes.**

  Many ESL students are visual learners and need non-verbal clues to understand the meaning of the content you are presenting. Visually presenting lecture notes or an outline will help students follow your lectures and take better notes.

- **Provides students with a written checklist of expectations and the steps to be taken for each project or group activity.**

  A checklist will show your priorities for a project or group activity and clarifies your expectations of students. Checklists also help ESL students keep track of the steps they need to follow in the project.

- **Encourage ESL students to make oral presentations to the class or a group.**

  ESL students often benefit from extensive practice in speaking and listening to improve their pronunciation and develop a broader vocabulary. Having ESL students present information to the whole class or in a small group gives them the practice they need.

Special Education Students

Mainstreamed students present unique challenges for Virginia/United States Government teachers. Characteristics of special education students can include perception deficits, language and speech problems, an inability to begin tasks on time or to work at a sustained pace, inconsistency in their abilities to perform and learn, and hyperactivity. Teachers need to be aware of the specific characteristics for each student and adjust their teaching strategies accordingly. Many of the strategies recommended for ESL students can be used successfully with special education students. In addition, the suggestions below will aid a special education student's learning.

- **Establish and maintain consistent classroom procedures**

  Change is difficult for anyone but it is especially so for special education students. Maintaining the same classroom procedures throughout the year--start class at the same time, establish a consistent place for turning in work, write agendas in the same place, etc. These strategies will help to prevent many problems from arising.

- **Provide alternative assignments**

  Special education students can perform successfully if they are given alternatives to class assignments. For example, alternatives to a book report can include writing the author a letter commenting on the book, creating a new book jacket, or writing a new ending to the book.

- **Be clear and concise in your comments on written work**

  Instead of writing "incorrect usage," write "use *is not* instead of *isn't*." In addition, special education students often respond better when comments are short and to the point.

- **Present information in a variety of ways**

  Use a variety of strategies when teaching so that you are accounting for multiple intelligences. For example, provide handouts with lectures to help illustrate key points, draw pictures, use maps, or create webs to make connections among different ideas or concepts, or breakdown information into sequential steps or blocks so that students can not only learn the content but also understand how ideas connect to one another.

- **Allow students to adapt to their own learning needs**

  Students should feel free to adjust their learning according to their own special needs. For example, students with auditory problems should be allowed to use a tape recorder to record notes first and then transcribe them at their own speed. Students who have a hard time sitting still for a lecture might be allowed to stand in the back of the room and take notes using a file cabinet or podium as a desk.

- **Have students share *topics* but turn in individual *projects*.**

  Students within a group studying the same topic can divide the work among group members to produce various parts of a project according to the individual strengths of each member. For example, three students focusing on the executive branch might have one student write a paper, another student give an oral presentation, and the third student create a visual for the presentation.

- **Adjust instructional strategies when using groups to accommodate the needs of special education students.**

  Students with speech or language problems often need encouragement to respond and share information with their classmates, especially in small groups. Be sure special education students are participating in group activities by moving about the room and monitoring students.

Extensions and Enrichments for Advanced Learners

Teachers often need a broad repertoire of activities to hold student interest, especially for those students who are highly motivated or show a keen interest in the topic matter. The following strategies are ideas that teachers can use to expand and enrich the content of the Virginia/United States Government. Teachers will need to further develop these ideas to fit the particular needs of their classroom and the content they are studying.

- **Case Studies**

  The case study method fosters collaboration, critical thinking, problem solving, and decision making. Students work with real or realistic problems, which are described in detail, allowing them to understand the complexity of the issue at hand and reach a consensus in solving the problem. The basic procedure using case studies is as follows:

  1. Working together in groups, have students analyze the problem and its surrounding issues.
  2. Instruct students to brainstorm and research recommended solutions.
  3. After students have completed their brainstorming, have them critique, through group discussion or forced ranking, the feasibility and value of each proposed solution.
  4. Direct students to determine the best solution and provide supporting evidence.
  5. Require students to then present their case and recommended solutions to the class.

  The following criteria should be used by teachers for selecting cases or issues for use in case studies:

  1. Use case from a broad variety of student interests.
  2. The cases studied should require students to exam a variety of values, attitudes, knowledge, and beliefs.
  3. Cases should present students with numerous solutions as opposed to one correct answer.
  4. The best cases are those that enable students to feel some identification with the persons described in the case.
  5. Ensure that the case chosen is engaging to students and relevant to the objectives of the course of study.

  When using the case study strategy, teachers should have enough background knowledge of the topic to serve as a discussion leader, consultant, or observer when needed.

- **Ethical Dilemmas**

  Ethical dilemmas are used to foster critical thinking about personal and group behavioral choices. Students individually, in groups, or as a class develop a position in response to a fictional or real dilemma. These positions should be clarified to reflect underlying values and the decision's potential impact to the groups involved. Dilemmas often include issues of legality, liability, morality, and the perception of the degree of harm resulting from the resolution of the dilemma. Classic ethical dilemmas include Truman's decision to drop the atomic bomb in 1945, the Supreme Court decision in *Roe* v. *Wade*, and freedom of speech issues surrounding the flag burning case in *Texas* v. *Johnson*.

- **Fishbowl Technique**

A fishbowl strategy can be used to encourage verbal interaction among class members in order to explore issues and share opinions. The topic used in a fishbowl activity is up to the teacher but can include current events, ethical dilemmas (see above), or historical "what if" questions. To use a fishbowl strategy, the following steps should be taken:

1. Arrange chairs into two circles--an inner circle and an outer circle or have students sit in circles on the floor. Assign students to sit in the inner circle leaving one chair vacant. The remaining students are to sit in the outer circle.
2. Only members in the inner circle are allowed to speak in a fishbowl activity. If a student in the outer circle wishes to speak he or she goes to the one vacant chair or space until they are tapped by another student from the outer circle to take his or her place.
3. Establish ground rules before beginning, for example:

    - students are to state opinions that are backed by facts
    - if a student agrees with a speaker they are to add supporting information
    - if a student disagrees he or she should offer fact or opinion to support the disagreement
    - no one may interrupt a speaker
    - no speaker may speak a second time on a topic until all persons wishing to speak have had a chance

4. The outer circle may be assigned to listen, take notes, and observe the interaction of the inner circle. They can then report back to the inner circle with their own assessment of how the activity went and the dynamics of the interaction among students.
5. At the conclusion of the activity, have students assess the process of the discussion and how well they were able to reach agreement. Some questions to ask include: 1) What surprised you about the discussion? 2) Have you changed your mind, attitude, or belief about anything in response to the discussion? 3) What things are needed to make the fishbowl discussion more productive?

The role of the teacher in a fishbowl activity is to act as a facilitator by posing the topic of discussion and, if necessary, asking open-ended questions, encouraging and clarifying statements, and, in some cases, limiting statements. The teacher also establishes time parameters and notifies the group when time is about to expire.

- **Role-Play**

Role-play activities and simulations are an effective way to get students involved in active dramatizations that require them to take the perspective of another. Role players develop communication skills and portray different points of view that are often at odds with their own opinions. Role-play enhances cooperative learning when students work in groups or teams to develop characters and positions on topics. Using the following guidelines can help enhance any role-play activity developed by a teacher:

1. Write specific, concise objectives for the role-play. Teachers should be aware of what they are trying to teach with the role-play--content, process, or both.
2. Select situations that students perceive as pertinent and meaningful.
3. Provide a secure classroom environment by setting ground rules that prohibit "put downs" and makes students feel free to take risks and make mistakes without negative consequences.
4. Videotape the role-play to aid in analysis and evaluation of the activity.

Follow up any role-play activity with a debriefing exercise giving students a chance to ask each other questions, to review the process of the role-play and the characters, and to express ideas, concerns, or feelings.

- **Socratic Seminar**

Socratic seminars, a technique that dates back to ancient times, is an engaging way for students to develop both ethics and critical thinking skills. Because seminars require reasoning, predicting, projecting, and imagining, students must gather and analyze information before they construct ideas. In a Socratic seminar, students learn to paraphrase, defer, and take turns, as well as to deal with frustration when waiting. They do not raise their hands, but use body language, eye contact, and mutual respect to "read" the seminar process.

Students are first required to read a common text prior to the seminar--an excerpt from a book, a speech, an essay or editorial, a poem, a primary source document, etc. Ask students to come prepared to the seminar with opinions already formed. On the day of the seminar, seat students in a circle and review with them the basic guidelines as listed below:

As a participant in this seminar, you are expected to:

- Come to the seminar prepared and ask questions about what you read, hear, and see.
- Be courteous to one another--ask for help when you do not understand and offer help to your colleagues.
- Stay focused during the seminar--listen carefully to other students, speak loudly and clearly, speak to each other and not the leader or the teacher, and think before speaking.
- State opinions clearly and provide textual proof whenever possible to support your opinions.
- Search for relationships, make predictions, and make judgments.
- Be willing to consider another person's point of view and possibly change your opinions based on what you hear and the arguments presented.

Remind students that they are not to raise hands during the seminar and must practice self-discipline and courtesy at all times. To begin the seminar, start the students with a focus question related to the text they have read. Proceed with the seminar until it reaches a natural conclusion.

There are many options for grading a Socratic seminar. For example, you can adapt the Discussion Rubric included in the POS or have students write a concluding essay and use the Thesis-based Essay Rubric for grading. Another option is to chart individual student contributions during the seminar on the following basis:

√++ participates and quotes text appropriately
√+ insightful contributions
√ good information, but not supported by text
√- comments have little value or reiterates another student's comment
√-- unfocused comment or no comment

A grade can be assigned based on the quality and quantity of individual responses. Students may lose points for breaking seminar rules or for being absent and not completing an alternative assignment.

Introduction

The model lessons and projects in the Virginia/United States Government POS were written by the curriculum teams over the the course of the three year project. Many of these lessons have been classroom tested and proven effective by these teachers. Nevertheless, teachers should read each lesson or project carefully before attempting to teach it in their own classrooms to ensure that the lesson or project meets with their individual standards and expectations. The lessons are arranged by the six POS topic areas and their related sub-topics as listed below:

Topic	Lesson or Project
Civic Life	
Civic Life in the United States	Interconnections Between Private and Civic Life
Participating in Civic Life	Defining U.S. Citizenship
Political Culture	
Political Culture in the United States	Defining American Political Culture
Participating in Political Culture	Interest Group Input on Congressional Decision Making
Principles of American Constitutional Government	The Constitution: Where, What, and How
Public Policy	
Public Policy in the United States	What Is Public Policy?
Making Domestic Policy	
The Legislative Branch	The Federal Budget: A Look at Spending
The Executive Branch	Powers and Roles of the President
The Bureaucracy	Bureaucracy Scavenger Hunt
The Judicial Branch	The "J" Files
Virginia Government	Analyzing the State of the Commonwealth Address
Fairfax County Government	Fairfax County Board of Supervisor's Budget Hearing
Making Foreign Policy	
Understanding International Relations	Human Rights: Whose Responsibility?
United States Foreign Policy and the World Today	Types of Foreign Policy
Civil Liberties and Civil Rights	
Civil Liberties and Civil Rights in the United States	Bill of Rights Graphic Organizer
Protecting Civil Liberties and Civil Rights	Briefing a Case
Skills for Participating in Civic Life	
Information Literacy, Research, and Communication	Project: Election Portfolio
	Project: Mock Trial Simulation
	Project: Model Congress
Critical Thinking and Civic Virtue	Project: Community Service
	Project: Field Trip to Capitol Hill

Each lesson plan is designed to help teachers with their instruction of one part of the POS. Lesson objectives are aligned with POS benchmarks (1.1, 1.2, etc.). These lessons should not be seen as the only lesson to be taught for each topic of the POS. Teachers are encouraged to modify these lessons and projects and design their own to meet the goals and objectives of the POS.

Lesson Plan: Interconnections Between Private and Civic Life

Connection to POS: Topic 1--Civic Life
Civic Life In the United States

In this lesson students will examine the connections that exist between their lives and the government by examining the various roles government plays in establishing rules and regulations throughout society. This is a good lesson to use in the first week of the course as it increases students' awareness of the impact government has on their daily lives.

Objectives
At the end of this lesson, students will be able to:
1. Describe the distinction between civic life and private life and recognize their interconnections. (1.1)
2. Describe government as the formal institutions with the authority to make implement binding decisions in public life. (1.3)
3. Assess their involvement in public life. (6.8)
4. Make judgment on whether aspects of their daily lives are truly private. (6.8)

Materials
Chalkboard or overhead

Time Needed
15 to 30 minutes

Procedures
1. Begin by explaining to students that you are going to tell them a story of a typical day in your life. You can describe the day as a "real" day or a hypothetical one. A sample story is included on the next page to help you develop your own. Before you begin, ask your students to note each occurrence during the story when the government, at any level (federal, state, or local), had some connection to or impact on the story.

2. After you have told the story, ask the class to cite examples of when they noted governmental involvement in the story. Write these down on the board or an overhead. Also, have students identify the level of government involved--was it federal, state, or local? You can also ask students to identify specific branches or agencies of the government charged with this involvement.

3. Lead a discussion on the degree to which government is involved in a person's life based on this story. Ask students to consider how the government is involved in their own lives. In what way does the government "regulate" what they can or cannot do, where they can go, or what they can eat? Ask students whether they regard the government's involvement as positive or negative. Do they see the role of government in a person's life as increasing or decreasing? Should this role increase? Why or why not?

4. Conclude the lesson by asking students to consider what life would would be like without government involvement in the daily lives of people. In their opinion, would life be better?

Assessment
1. In a one page essay, have students write their own stories, noting and describing the role government plays in their own lives. Ask students to reflect on whether or not a person's

private life is truly separate from their civic life. Use an adaptation of the Theses-based Essay Rubric for evaluation.

Extensions

1. Lengthen the story you tell to your students, examining other aspects of government involvement. In addition, at various times throughout the year, use other stories to illustrate additional aspects of government functions.

2. Have students write, rather than discuss, an entire day in their lives in which the government did not play role. Is this possible?

Sample Story: A Day in the Life of A Teacher

Saturday morning when I woke up and rolled out of bed I flipped on the radio. The whether forecast was for a sunny day, and the traffic report was for light traffic. I decided it was a good day for some errands and a ball game.

When I got of bed I was glad for the new carpet when my feet hit the floor--no more cold toes! I brushed my teeth before heading downstairs for sausage and eggs and several cups of coffee. After a shower, I drove my Mazda Miata south on I-95 to Potomac Mills Mall and bought $185.11 worth of furniture at IKEA. I had a quick snack at Popeye's, where I was served by one of my students. Then I went to the minor league baseball game at Prince William County Stadium.

It was quite hot at the game and I drank several tall cups of water. On the way home, I was going a little too fast and was unable to talk the Highway Patrol Officer out of a speeding ticket. I came home and watched the news on TV before meeting several friends for a movie. Back at home, I paid my electric and water bills and finished the day reading *Animal Farm* before heading off to bed.

Carpet: fire retardant required by OSHA
Brushed teeth: FDA regulations on toothpaste
Sausage and eggs: FDA
Shower: water supplied by public utility
Mazda Miata: trade and imports
I-95: federal highway system
$185.11: sales taxes and tariffs
IKEA: imports
Popeye's: minimum wage, FDA, local health inspections, child labor laws
Prince William County Stadium: built with public money
Water: Clean Water Act
Highway Patrol: law enforcement
Speeding ticket: speed limits
TV: FCC
Movie: MPAA rating
Electric and water bills: public utility
Animal Farm: not banned, free press

Lesson Plan: Defining U.S. Citizenship

Connection to POS: Topic 1--Civic Life
Participating in Civic Life

This lesson focuses on what it means to be a citizen of the United States.

Objectives
At the end of this lesson, students will be able to:
1. Identify the requirements of U.S. citizenship. (1.6)
2. Explain the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens. (1.6)
3. Evaluate the criteria used for granting U.S. citizenship. (1.6)
4. Acquire information from a variety of sources. (6.1)

Materials
Newsprint, markers, textbooks and other reference materials, Student Handout--U.S. Citizenship Test

Time Needed
90 minutes

Procedures
1. Divide the class into groups of four. Have each group brainstorm the question: "How is the life of a citizen different from the life of a noncitizen?" Students should come up with several examples such as citizens have the right to vote, noncitizens do not; citizens have obligations such as paying taxes and jury duty, etc. Have students record their answers on newsprint.

2. Ask each group to report their findings to the rest of the class. Generate a discussion with students on the rights, obligations, and benefits of citizenship. Ask students what they think defines citizenship in the United States. Does a person need to be a citizen to practice citizenship? Why or why not? Create a class definition of what is a U.S. citizen and write this definition on the board.

3. Now ask half of the groups to look in their textbooks, the Constitution, and other references for definitions of U.S. citizenship. For example, in the Constitution, students should locate Article IV and the First and Fourteenth Amendments which outline U.S. citizenship requirements. Have students list these and other requirements on newsprint.

4. Instruct the rest of the groups to research the terms *jus soli* and *jus sanguinis* and explain how these concepts help to explain and define citizenship in the United States. Students should use their textbooks and other materials you have provided for this research. *Jus soli* is the principle that a child's citizenship is based on the child's place of birth, not the parent's citizenship and is practiced in the United States. *Jus sanguinis* is the principle that a child's citizenship is based on that of the parents and is a concept originating and practiced in Europe. Have these groups record their findings on newsprint.

5. Have the groups report their findings to the rest of the class. Ask students what they think of the concept of jus soli. Do they think it is fair? Why or why not? Based on this new research, would they change their definition of U.S. citizenship?

6. As a last step, explain to students that in order to become a U.S. citizen today, applicants must pass a test based on principles of U.S. government, events important to U.S. history, and general information about the U.S. flag and other aspects of American life. Distribute the Student Handout--U.S. Citizenship Test and give students a few minutes to complete as many questions as possible. Review the answers with the class, indicating that 15 correct answers would qualify them for citizenship, and see how many of them would be considered U.S. citizens now based on their performance on the test. Then ask the main question again: What defines citizenship in the United States?

Assessment

1. In a one page essay, have students write on the importance of citizenship issues to lawmakers. Use an adaptation of the Theses-based Essay Rubric for evaluation.

Extensions

1. Have students take the citizenship test home and give to their parents and other family members. Students can grade the tests the next day in class and report their results. Ask what this might say about the knowledge of the United States of new citizens versus others.

Answers to Citizenship Test

1. They represent the original thirteen colonies.
2. England.
3. Legislative, executive, judicial.
4. Speaker of the U.S. House of Representatives.
5. Freed the slaves.
6. The U.S. Congress.
7. A republic.
8. The Bill of Rights.
9. Freedom of speech, the press, religion, peaceful assembly, petition the government.
10. There is no limit.
11. Nine.
12. Native Americans.
13. Germany, Italy, and Japan.
14. Must be a native born citizen of the United States, at least 35 years old, and have lived in the United States for at least 14 years.
15. 27.
16. 435.
17. Red stands for courage, white stands for truth, blue stands for justice.
18. To make laws.
19. An amendment.
20. The Electoral College.
21. William Rehnquist.
22. Democratic Party and Republican Party.
23. The right to vote.
24. Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia.
25. 100.
26. Patrick Henry.
27. Hawaii and Alaska.
28. 18.
29. The Constitution.
30. A major civil rights leader.

Defining U.S. Citizenship **Student Handout: U.S. Citizenship Test**

NAME _____ **PERIOD** _____

Directions: Answer the following questions on a separate sheet of paper.

People who apply to become U.S. citizens must answer 15 randomly selected questions about American history and government. Below are a few questions from a list of 100 compiled by the Department of Justice's Immigration and Naturalization Service.

1. What do the stripes on the U.S. flag mean?
2. What country did the United States fight in the Revolutionary War?
3. What are three different branches of government?
4. Who becomes president of the United States should the president and the vice-president die?
5. What did the Emancipation Proclamation do?
6. Who in the government has the power to declare war?
7. Under what kind of government does the United States operate?
8. What are the first ten amendments to the U.S. Constitution called?
9. Name one right guaranteed by the First Amendment to the U.S. Constitution.
10. How many times can a member of the U.S. House of Representatives be reelected?
11. How many justices sit on the U.S. Supreme Court?
12. Who helped the pilgrims when they arrived in the New World?
13. Which countries were the enemies of the United States in World War II?
14. According to the U.S. Constitution, a person must meet certain requirements in order to become president. Name one of these requirements.
15. How many times has the U.S. Constitution been amended?
16. How many members serve in the U.S. House of Representatives?
17. What are the colors on the American flag and what does each symbolize?
18. What are the duties of Congress?
19. What is a change to the Constitution called?
20. Who elects the President of the United States?
21. Who is the current Chief Justice of the U.S. Supreme Court?
22. What are the two major political parties in the United States today?
23. What is the most important right granted to citizens of the United States?
24. List the original 13 states.
25. How many Senators are there in the U.S. Congress?
26. Who said, "Give me liberty or give me death!"?
27. What are the 49th and 50th states of the Union?
28. What is the minimum voting age in the United States?
29. What is the supreme law of the land
30. Who was Martin Luther King, Jr.?

Lesson Plan: Defining American Political Culture

Connection to POS: Topic 2--Political Culture
Political Culture In the United States

In this lesson, students explore the traits and characteristics of a civil society in the United States.

Objectives
At the end of this lesson, students will be able to:
1. Define the following terms: values, principles, culture, and American political culture. (2.1)
2. Judge the merit of their own values and principles against those that are part of the political culture. (2.2)
3. Analyze the difference between defending one's principles and living up to them. (2.3)
4. Reflect on their own commitment to American political culture. (6.8)

Materials
Chalkboard, Student Handout--American Political Cultural Traits

Time Needed
60 minutes

Procedures
1. Ask students to define and discuss what it means to a be a responsible citizen. What are the characteristics of a responsible citizen? Write responses on the board. Now ask students how is this different from being a responsible family member or responsible employee? Discuss some of these differences, the point being to get students to see the differences and similarities among their private, professional, and civic lives.

2. Next, define the difference between values and principles by writing the two definitions on the board:

   - value--the quality or fact of being excellent, to hold in high esteem, to prize
   - principle--a fundamental truth, a primary or basic law or doctrine

   Ask students what values or principles about American democracy are reflected in their responses to the questions you asked in Step 1. Make two columns on the board, one labeled values and the other labeled principles, and list student answers as they respond.

3. Continue the list by asking students in general, what are American values? American principles? What values and principles do we hold as a nation?

4. Have the students look at the list you created. Ask them where they think they are getting these ideas. Where do we find examples of our values and principles? Possible answers might include: founding documents (the Constitution, Declaration of Independence, etc.), Pledge of Allegiance, songs (national anthem, "God Bless America," etc.), symbols (flag, Statue of Liberty, etc.), and so on. Once these sources are identified, students should generate more values and principles. Add these to the list.

5. Explain to students that these values and principles frame American political culture. Define this term by first, defining culture as the traits that make a nation or society unique and include language, religion, art, food, clothing, and so on. Then define political culture as

those values, principles, and beliefs that relate to a nation's government, politics, and public policy. Now ask students to define American political culture. What is it?

6. To help students with their answer, distribute the Student Handout--American Political Culture Traits and have students read the section "American Political Culture: The Fifteen Essential Elements" first, explaining that you will come to the questions later.

7. Discuss the traits after students have finished reading. Are there any they disagree with? Why? Do all Americans believe in these values and principles? Why or why not? Review the first three questions in class and have students brainstorm possible answers to each question.

8. Ask students to carefully read question #4. Is it possible to defend these values and not believe them? Why or why not? If you are not committed to these values and principles in your private and professional lives, how can you be so in your civic life?

9. Wrap up the lesson by explaining that although American political culture is based on these--and some would say other--values and principles, our history and even current political state is not always a clear reflection of these ideals. However, these are values and principles we often hear candidates talk about. These ideals, which we are taught beginning in grade school, serve as the foundation of American democracy. Obviously they play an important role in our government, in our civic life. Ask students to be aware of these values and principles throughout the year. As they hear campaign speeches, read their textbook, examine primary source documents, discuss and debate issues, they should see how often and where and by whom these values and principles are evoked. Ultimately, students have to decide for themselves--are these really the values and principles we hold dear as a nation or are they simply empty words and promises?

Assessment

1. Have students--as a homework assignment, in class assignment, or as an in-class timed writing--answer question #4 on the handout in a well-organized essay. Use an adapted version of the Thesis-based Essay Rubric to grade the essay.

Extensions

1. If you are short on time, much of this can be done as a written assignment once the students understand the basic definitions of the terms and political culture traits.

2. Students can ask their families at home these same questions and report back the next day with what they discovered. Have students write up their findings and then answer this question:

   Agree or disagree with this statement: Americans often do not live up to the values and principles we find at the core of American political culture, but America, the country, has, and still does, stand for these ideals. Explain your answer.

Defining American Political Culture
Student Handout: American Political Culture Traits

NAME _____ **PERIOD** _____

All of the following ideals, values, principles, or "cultural traits," are considered to be part of American political culture. As you read, think about the following questions:

1. What are some examples of these cultural traits in action? Think of at least one concrete example for each trait.
2. Are there any traits here you think should not be part of American political culture? Why?
3. Are there any traits you would add to this list? If so, what would they be?
4. The United States has gone to war to protect and promote many of the ideals found in these traits and most of us will probably say, "Yes, I believe in most everything here." Yet, we as a nation, and as individuals, do not always put these lofty ideals into daily practice. Why do you think it is often easier to defend one's principles and values than it is to live up to them?

American Political Culture: The Fifteen Essential Traits

1. **Sense of Community.** People need to identify with and feel a part of their community, whether it be a town, a region, a city, a state, or a nation. American citizens are able to say, "I'm an American" with pride and dignity.

2. **The Public Good.** Also known as the Common Good, this element of American political culture says that people are willing to promote and protect the welfare of their community--their city, state, or nation--even if it means ignoring their own needs and desires or sacrificing their own lives. The concept of the public good says that people will work together for the benefit of all, not just for a few or for the one.

3. **The Rule of Law.** Both government and the governed are subject to the law. We have in this country a government of laws, not of men (or women); no one is above the law, not even the president.

4. **Life.** A person's life is his or her most precious freedom and must be protected by the government at all costs.

5. **Liberty.** People should be expected to be free of government interference in certain areas of their lives. They should have the freedom, for example, to think and believe what they want, to express what they think, to associate with whomever they please, and to be left alone if they so desire.

6. **Pursuit of Happiness.** It is the right of citizens in America to attain--to pursue--happiness in their own way, so long as they do not infringe upon the rights of others.

7. **Political Freedom.** People have the right to participate freely in the political process, to choose and remove public officials, to be governed under a rule of law, and to participate in the creation of their laws. This process requires the free flow of information and ideas, open debate, and the right of assembly.

8. **Patriotism.** Citizens should display a devotion to their country through open support of the democratic process (such as voting), and a reverence for the nation's symbols (such as saluting the flag).

9. **Individual Worth.** Americans believe it is better for individuals to make their own decisions than to trust their choices to the government, even it means making a mistake. These decisions include, but are not limited to, where to live, who to marry, who to vote for, and where to work.

10. **Majority Rule with Minority Rights.** Americans operate in a system that says we the people agree to abide by the decisions of the majority. At the same time, we believe that the rights of the minority (those who disagree with the majority) should be protected. These rights include, but are not limited to, freedom of speech, thought, and action.

11. **Equality.** All citizens in this country, regardless of race, gender, ethnicity, age, economic standing, or religion should enjoy the same political, social, and economic freedoms. The United States is not built on a hierarchy of class or nobility--there is equal opportunity in this country for everyone to be free and to succeed.

12. **Truth.** Citizens have a right to expect that their government will be truthful with them at all times. This basic trust in government constitutes an essential element in the bond between the government and the governed.

13. **Justice.** Americans believe that all people should be treated fairly, even those who break the law. We guarantee, for example, that all citizens will receive a speedy trial, will be judged by a jury of one's peers, and that the accused will have access to legal counsel. At the same time, Americans believe that any wrongs in society at large--such as discrimination--can and should be corrected. Justice will be served.

14. **Diversity.** A variety of cultural and ethnic backgrounds, races, languages, religions, lifestyles, and beliefs are necessary and desirable in a pluralistic society such as the United States. While we embrace our diverse culture, we also realize that it is through politics that our differences fade away as we unite to achieve common goals.

15. **Skepticism.** Finally, democracy requires us to be questioning of our leaders and never too trusting of any group with too much power. Although we prize majority rule, we are skeptical enough to ask whether a majority is always right.

Lesson Plan: Interest Group Input on Congressional Decision Making

Connection to POS: Topic 2--Political Culture
Participating in Political Culture

In this activity, students will consider the positive and negative implications of interest group involvement in the political process.

Objectives

At the end of this lesson, students will be able to:

1. Identify various means by which interest groups have an impact on the lawmaking process. (2.7)
2. Evaluate the degree to which interest groups enhance citizen participation in American political life. (2.7)
3. Make decisions and judgments based on newly acquired information. (6.6)

Materials

Student Handout: Views of Congressional Duties, Student Handout: Biography of Mary Sue O'Reilly, Student Handout: Interest Group Positions, Student Handout: Voting Record of Congresswoman Mary Sue O'Reilly

Time Needed

45 minutes

Procedures

1. Begin the lesson by distributing the Student Handout: Views of Congressional Duties and review it with students. Explain that these are several different ways a member of Congress can interpret his or her duties to his or her constituents. After you have gone over the handout and students understand the difference between a trustee, a delegate, a partisan, and a politico ask your students where they would place their own member of Congress. If they are unsure, ask them where they might go to find out. One suggestion might be the member's office to get a copy of his or her voting record. Or, students can consult *The Almanac of American Politics* or *Politics in America* for their member's voting record.

2. Next distribute the Student Handout: Biography of Mary Sue O'Reilly. Working along, students should read the handout and ask any questions. Make sure students understand O'Reilly's background and the events surrounding her term in office.

3. Divide the students into groups of four to five and distribute the Student Handout: Interest Group Positions. Explain to students that they must now determine how the information in this handout might affect O'Reilly's votes on several bills now pending in Congress. Have students read the handout and discuss what, if any influence, these groups might have on Congresswoman O'Reilly.

4. Distribute one copy of the Student Handout: Voting Record Congresswoman Mary Sue O'Reilly to each group and have the students decide how O'Reilly will vote. The entire group much reach consensus on each vote, so be sure to encourage discussion and debate among members of the groups. Also, be sure students explain in the space provided on the handout why they think Congresswoman O'Reilly would vote the way they decided.

5. Tabulate the students' votes on the board for each bill and discuss the results. Ask students how much of an influence the interest groups had on their decisions. What might happen if a member ignores the wishes of an interest group? Is this fair? Why or why not? Expand the discussion to explore the advantages and disadvantages of interest groups in American politics. Students should generate a list of both which you can record on the board. Finally, ask students, are interest groups good for American politics? Why or why not?

Assessment

1. In their groups, have students draw a picture of Congresswoman O'Reilly as either a trustee, a delegate, a partisan, or a politico based on the voting record they decided for her in Step 4. Students can be graded using an adaptation of the Visuals and Illustrations Rubric.

Extensions

1. Congresswoman O'Reilly can be revisited throughout the school year. As students learn more about Congress, campaign finance, relationships among branches of government, and other issues, she can be used as a reference ("what would Mary Sue do in this situation?").

2. You can add details to Mary Sue O'Reilly's biography to "flesh out" the character more or add more pieces of legislation to expand the lesson.

Interest Group Input on Congressional Decision Making
Student Handout: Views of Congressional Duties

NAME _____ **PERIOD** _____

Members of Congress can be perceived to be:

Trustees "holders of the public trust"

These members of Congress vote on issues on merit alone, *not* based on opinions of constituents or any other groups.

Delegates "servants of the constituents"

These members of Congress vote on issues based on what constituents want, even if it is not what *they* want.

Partisans "members of a political party"

These members of Congress vote on issues according to their party's platform and the wishes of the party leaders.

Politicos "all of the above"

These members of Congress vote on issues balancing all of the other considerations.

Interest Group Input on Congressional Decision Making
Student Handout: Biography of Congresswoman Mary Sue O'Reilly

NAME _____ **PERIOD** _____

Assume you, Mary Sue O'Reilly, are a newly elected member of Congress. You are a white, female, Catholic, Democrat from a rural district in Tennessee. You moved to Tennessee some years ago to pursue a career in country singing. While several of your songs were marginal hits, you realized your calling was really public service. After a brief career on a small town school board, you ran for Congress. You won your seat with 52 percent of the vote.

As a Catholic, you feel strongly that abortion is wrong. You are somewhat sympathetic to other views, however, as a high school friend of yours had an abortion while you were both in school. The abortion issue did not receive much public attention during your campaign. The Democratic Party Platform is in favor of freedom of choice.

Your opponent in the election, a conservative Republican, received considerable support from the National Rifle Association (NRA). You indicated that, generally, you support Second Amendment rights, but have some reservations about gun ownership. Years ago, your father was killed accidentally by a friend who misfired a handgun. Many people in your district like to hunt.

The high school in the town where you live is in desperate need of a new roof, the track needs resurfacing, and the school's computers are ancient by today's high-tech standards. These and other repairs would end up costing some $12 million. During your election campaign, you indicated that you supported such repairs being made (though you recognize that this is a local, not a federal, issue). The Republican president has stressed that he will not support any additional spending on education. Meanwhile, the Democratic party is very conscious of, and uncomfortable with, its image as "big spenders."

A new communist government has seized power in Mexico. The new radical president has made threatening remarks toward the United States and has been meeting regularly with Cuba's long time communist leader, Fidel Castro. The President of the United States has countered with threats of an economic embargo on Mexico, and a "closing of the border" which would virtually halt immigration. A Mexican-American congresswoman from California has recently done you a big favor by voting for a bill which was very important to you. She is opposed to any strong action against the new Mexican government.

Interest Group Input on Congressional Decision Making
Student Handout: Interest Group Positions

NAME _____ **PERIOD** _____

American Students for Life and Liberty, a national high school association of pro-life students, recently began a petition campaign in many cities around the United States, including Nashville,which is next to Mary Sue O'Reilly's congressional district. The campaign is designed to put pressure on legislators to support restrictions on abortions. The petition suggests that these high school students are from families who will support a pro-life candidate in the fall elections. After two months, Mary Sue receives a copy of 2,350 signatures from the petition drive.

The **National Rifle Association** (NRA) makes another contribution to Mary Sue's likely opponent in the fall election. Additionally, they announce that they will run a series of television commercials in Nashville. Mary Sue receives a letter from the president of the NRA indicating that the NRA will cancel the television commercial campaign if she comes out against all gun control legislation.

Meanwhile, **Handgun Control, Inc.**, a gun-control interest group, arranges for the House Democratic Whip to visit Mary Sue in her office and urge her to support gun control legislation. Handgun Control, Inc., forwards copies of 45 letters from their members in Mary Sue's district to her. The letters are from gun control activists who vow to work for or against Mary Sue based on her stance on this legislation.

The **National Education Association** officially endorses Mary Sue for her reelection campaign. They are pleased with her support for increased education spending. Eighty-five teachers participate in a rally at the school in Mary Sue's district in desperate need of repairs.

A Mexican-American advocacy group, the **Mexican American Legal Defense Fund** (MALDEF), launches a national letter writing campaign in opposition to economic sanctions against Mexico. Mary Sue's Mexican-American friend from California is playing an active role in MALDEF's efforts. She calls Mary Sue personally to ask for her support. In the first three months of the campaign, Mary Sue receives more than 5,000 letters from members of the group, but very few are from her district.

Interest Group Input on Congressional Decision Making
Student Handout: Voting Record of Congresswoman Mary Sue O'Reilly

GROUP NAMES _____ **PERIOD**____

Directions: Check either "yea" or "nay" for each bill, based on your perception of how Congresswoman O'Reilly would vote. Then, explain you decision in the space provided.

HR 2243 This bill would require parental notification before women under the age of sixteen could obtain an abortion. How does Mary Sue vote?

Yea _____ **Nay** _____

Why?

HR 1001 This bill would impose a mandatory one month waiting period on purchases of many kinds of rifles, including some of the types used by hunters. How does Mary Sue vote?

Yea _____ **Nay** _____

Why?

HR 52 This bill would cut funding for the Department of Education by 5 percent. How does Mary Sue vote?

Yea _____ **Nay** _____

Why?

HR 5532 This bill imposes an economic embargo on Mexico. The bill would also sharply curtail immigration from Mexico. How does Mary Sue vote?

Yea _____ **Nay** _____

Why?

Lesson Plan: The Constitution: Where, What, and How

Connection to POS: Topic 3--Principles of American Constitutional Government

In this lesson, students will examine the Constitution to find out how various fundamental principles are expressed in the final document.

Objectives
At the end of this lesson, students will be able to:
1. Identify the powers and responsibilities of the federal government as outlined in the U.S. Constitution. (3.1)
2. Analyze how basic principles of American constitutional government are expressed in the Constitution. (3.1)
3. Acquire information from a variety of sources. (6.1)

Materials
Textbooks, Student Handout: The Constitution Scavenger Hunt

Time Needed
90 minutes

Procedures
1. Have students open their textbooks to the U.S. Constitution and explain to them how the Constitution is organized; i.e., articles, sections, clauses, and so forth. You might also refer students to information in the text that will assist them with a better understanding of the structure of the document. Ask students to think about their knowledge of the content areas covered by the seven articles and the subsequent amendments to the Constitution. Explain to students that they will be exploring in more depth some of the key content areas that are both implied and expressly stated in the Constitution.

2. Divide students into groups of four or five and provide each group member with a copy of the Student Handout: The Constitution Scavenger Hunt. Students are to work together to complete their handouts with one copy of the handout designated for the teacher to check.

3. When students have completed the handout review it with them providing the correct answers where needed. As you review the handout, ask students along the way what basic principles of American government are found in certain answers.

Assessment
1. Use the key provided to check one copy of the student answers from each group. Assign a grade to each member of the group based on a scale you determine for this assignment.

Extensions
1. Ask students to draft a personal Constitution that would express a basic statement of principles inherent to their lives. Students should use the form of the U.S. Constitution as a model for presenting their information.

2. Ask students to write an essay on the question, "What effect does the constitution have on my life?" Have students give examples from their own lives to support their thesis. Encourage students to use the Constitution as a research source when writing their essays. Use an adaptation of the Thesis-based Essay Rubric for grading students' essays.

The Constitution: Where. What, and How
Student Handout: The Constitution Scavenger Hunt

NAME _____ **PERIOD** _____

1. Mr. Smith would like to run for a Senate seat in Massachusetts. He is 49 years old and has been a citizen of the United States all of his life. He lives in New York and is registered to vote in that state. He owns a house in Massachusetts and visits there occasionally. His business is in Albany, New York. Can Mr. Smith run for the Massachusetts Senate seat? Why or why not? Article _____ Section _____ Clause _____.

2. The president is trying to balance the budget to begin reducing the national debt. One part of his program is to raise income taxes. Into which house of Congress must the president try to get his tax increase bill introduced to see it become law? Why? Article _____ Section _____ Clause _____ .

3. Congress sends the president a bill which calls for an increase of ten percent in Social Security payments to the elderly. The president and his advisers believe that this is a bad idea because it will cause inflation and increase the budget deficit. However, the president is reluctant to veto the bill because a large segment of the population is more than 60 years old and Social Security is important to them.

   a. Can the president simply ignore the bill, neither vetoing nor signing it, and allow it to pass without taking any direct action? Why or why not? Article _____ Section _____ Clause _____.

   b. Reconsider question 3a in light of the fact that Congress has voted to adjourn for the year in five days. What difference will this make to the president's decision on how to respond to the Social Security bill? Article _____ Section _____ Clause _____.

   c. The president eventually vetoes the Social Security increase bill. Many members of Congress believe that the bill is vital to their elderly constituents. What can Congress do to make sure the bill is passed in spite of the president's veto? Article _____ Section _____ Clause _____.

4. The following are possible topics of bills that might be presented to Congress. Determine whether Congress has the power to deal with each topic and explain why or why not.

   a. Congress raises the national debt ceiling by $1 billion. Article _____ Section _____ Clause _____.

   b. Congress wishes to give one of the nation's oldest and most respected ambassadors the title of "duke" in recognition of her service to the country. Article _____ Section _____ Clause _____.

c. Congress closes an air force base and an army post. Article _____ Section _____ Clause _____.

d. Congress buys 15 new trucks for the U.S. Postal Service. Article _____ Section _____ Clause _____.

e. Congress wishes to regulate the rates charged by bus lines, railroads, and airlines.
Article _____ Section _____ Clause _____.

5. The governor of a coastal state claims that her state is being threatened by ships from a neighboring country. To counteract the threat, her state makes a treaty with another foreign nation for mutual defense. Is the governor within her constitutional rights to take this action? Why or why not?
Article _____ Section _____ Clause _____.

6. Colorado has six representatives and two senators. How many electors does it have? Why?
Article _____ Section _____ Clause _____.

7. A presidential candidate loses the popular vote in the election but wins a majority of votes in the electoral college. Does she become president? Why or why not? Article _____ Section _____ Clause _____.

8. Mr. Ziegler wishes to run for president in the 1996 election. He was born in Seattle, Washington in 1970. Mr. Ziegler has worked for an oil company for the last fifteen years and is now stationed with that company in Houston, Texas, where he has established residency. He is a member of the Republican Party. Can Mr. Ziegler be president? Why or why not? Article _____ Section _____ Clause _____.

9. One morning, Bill Clinton orders 1,000 American troops to Bosnia to serve as military advisors. The president does not ask Congress for a declaration of war and instructs the troops not to engage in combat. Is the president acting within his constitutional powers? Why or why not?
Article _____ Section _____ Clause _____.

10. After World War I, President Woodrow Wilson went to Europe to help write the peace treaty that ended the war.
    a. Was President Wilson acting within his constitutional powers when he helped negotiate the treaty? Why or why not? Article _____ Section _____ Clause _____.

b. Was the treaty binding on the United States as soon as Wilson signed it? Why or why not?
Article _____ Section _____ Clause _____.

11. The United States has just been attacked by a foreign country. Only Congress can declare war against that country but Congress has finished up its business for the year and adjourned. What power, if any, does the president have to act in this emergency? Article _____ Section _____ Clause _____.

12. Congress is controlled by the Democrats. President Yaeger, a Republican, takes several actions that are opposed by the Democrats in Congress. First, the president introduces a new budget that cuts most of the government's social programs and gives tax breaks to the wealthy. Next, President Yaeger negotiates a trade treaty with a nation accused of human rights abuses. Then, the president gives pardons to three Republican Senators who have been convicted of crimes. Finally, President Yaeger appoints his wife as the Secretary of State, his son as Postmaster General, and his daughter-in-law as head of the FBI. What can the Democrats in Congress do to check each of President Yaeger's actions? Be specific.
Budget: Article _____ Section _____ Clause _____.

Treaty: Article _____ Section _____ Clause _____.

Pardons: Article _____ Section _____ Clause _____.

Appointments: Article _____ Section _____ Clause _____.

13. Justice Rodriguez was appointed by the president to the Supreme Court two years ago. The president hoped that Rodriguez would vote to support his policies. However, during the last two years, Rodriguez has consistently voted against the president's wishes. Can the president remove Rodriguez as a Supreme Court Justice because of this political disagreement? Why or why not?
Article _____ Section _____ Clause _____.

14. Supreme Court Justice Emerson is alleged to have accepted a bribe in a case concerning a large corporation. If the allegation is true, can Justice Emerson be removed from office? Why or why not?
Article _____ Section _____ Clause _____.

15. Mr. Wade was accused of treason during World War I. During his trial, the prosecution brought forward one witness against him. This witness testified that she saw Mr. Wade giving "aid and comfort" to the enemy. Based on this testimony, Mr. Wade was convicted. Although Congress had declared that the punishment for treason would be life imprisonment, Mr. Wade's crime was considered so severe that the judge presiding at his trial ordered him put to death by hanging. In addition, Mr.Wade's wife and children had their citizenship revoked and were denied the right to inherit his property. There are three things wrong with the above scenario. Describe what they are, using passages from the Constitution to support your answer.
Article _____ Section _____ Clause _____.

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16. The United States has a treaty with Canada concerning fishing rights off the coast of the two countries. U.S. officials find boats belonging to a U.S. fishing company in violation of this treaty. Does the Supreme Court have original jurisdiction in this case? Explain. Article _____ Section _____ Clause _____.

17. Mr. Jones is convicted of a crime in Georgia, and a judge orders him to pay a fine of $10,000. Mr. Jones does not have the money and so he looks for a way out of his situation. He knows that laws differ from state to state, and believes that under Wisconsin law he would not have been convicted. So Mr. Jones moves to Wisconsin, thinking that he can avoid paying the fine by staying there. Is Mr. Jones' logic correct? Why or why not? Article _____ Section _____ Clause _____.

18. The voting age in national elections was lowered to 18 by the 26th amendment in 1971. However, members of the Illinois State Legislature believe that citizens are not mature enough to vote until they reach the age of 21. They pass a law declaring that people must be 21 years old to vote in state and national elections in their state. Does Illinois have the power to make this change? Why or why not?
Article _____ Section _____ Clause _____.

19. In 1816 the Supreme Court ruled that it has the power to overturn state laws if those laws violate the U.S. Constitution. What part of the Constitution could the justices have used to support their claim? Explain.
Article _____ Section _____ Clause _____.

20. The citizens of Wyoming vote a governor into office who secretly wants to turn his state into a dictatorship. After he takes office, the governor abolishes elections and makes himself ruler for life. Members of Wyoming's State Senate secretly contact the President of the United States for help. The president orders the governor to restore republican government to Wyoming, and moves federal troops to the state's borders. Does the president have the power to take these actions? Explain. Article _____ Section _____ Clause _____.

21. A large number of people in the United States want a constitutional amendment passed that would force the federal government to balance the nation's budget each year. However, the people cannot get a single member of Congress to introduce the amendment. Is there any legal way the people can bypass the Congress and still get the amendment passed? Explain. Article _____ Section _____ Clause _____.

22. The president nominates Ms. Kite to an office in his cabinet. Ms. Kite belongs to a small, but unpopular religious sect. Her religious beliefs become an issue during her confirmation hearings in the Senate. Although Ms. Kite's experience and education qualify her for the post, she is denied confirmation by the Senate. Does Ms. Kite have constitutional grounds to protest the Senate's action? Why or why not?
Article _____ Section _____ Clause _____.

23. Below is a list of ideas found in the Bill of Rights. Write the number of the amendment in which each idea is found.

a. _____ freedom of speech.

b. _____ the states keep all powers not given to the federal government.

c. _____ right to a speedy and public trial.

d. _____ cruel and unusual punishments are illegal.

e. _____ freedom of religion.

f. _____ indictment by grand jury before trial

g. _____ right to assemble peacefully.

h. _____ freedom from search and seizure except by a warrant.

i. _____ right to a trial by jury in criminal cases.

j. _____ right to bear arms.

k. _____ freedom of the press.

l. _____ trying someone for the same crime twice is illegal.

m. _____ accused persons have the right to be informed of the charges against them.

n. _____ no quartering of troops in civilian homes.

o. _____ right to petition the government.

p. _____ a person cannot be forced to testify against himself or herself.

q. _____ a person has the right to be confronted with the witnesses against him or her in a trial.

r. _____ a person can make witnesses appear in his or her favor.

s. _____ a person cannot be deprived of life, liberty, or property without due process of law.

t. _____ rights enjoyed by U.S. citizens cannot be taken away on the grounds that they do not appear in the Constitution.

u. _____ the government cannot take private property for public use unless it pays the owner for the property.

v. _____ right to trial by jury in civil cases.

w. _____ no excessive bail can be imposed.

24. The owner of a large newspaper prints some of her political opinions which are critical of the policies of the president. She then appears on television and repeats her views. Could she be arrested for printing or speaking ideas that are opposed to the government? Why or why not? Amendment _____.

25. An executive steals $100,000 from her company. An accountant finds evidence of the crime, but not enough to convict the executive at her trial and she is found not guilty. Three months later, the accountant finds documents that would prove conclusively the executive stole the money. Can anything be done about the executive at this point? Explain. Amendment _____.

26. A man is held in prison for a year before he is brought to trial. His bail is set at $1 million, much more than he can pay. At his trial he is not told the crime with which he is charged. He asks to have a lawyer, but is told they are all busy at this time. In what four ways was is this man's constitutional rights denied? Explain. Amendments _____ & _____.

27. During a police drama series on television, two policemen walk into a man's apartment and seize some rifles. The man shows the police the licenses for the guns and the sales receipts to prove that he owns them legally. Despite his protests, the police confiscate the weapons. For what two reasons is it unlikely that this scene would take place in real life? Explain. Amendments _____ & _____.

28. Below is a list of ideas found in Amendments 11 through 27. Write the number of the amendment in which each idea is found.

a. _____ slavery abolished.

b. _____ federal income tax started.

c. _____ alcoholic beverages prohibited.

d. _____ separate voting for president and vice-president in the electoral college.

e. _____ president can only be elected to two terms.

f. _____ judicial power of the United States does not cover suits brought by the citizens of one state against another state.

g. _____ former slaves granted the right to vote.

h. _____ District of Columbia granted presidential electors.

i. _____ eighteen-year-olds granted the right to vote.

j. _____ former slaves made citizens of the United States.

k. _____ former slaves counted as one whole person for the purposes of representation in the U.S. House of Representatives.

l. _____ officers who rebelled against the government no longer allowed to hold office.

m. _____ direct election of senators.

n. _____ women granted the right to vote.

o. _____ congressional sessions begin January 3 of each year.

p. _____ prohibition repealed.

q. _____ neither the U.S. government nor state governments will pay debts incurred during the rebellion against the United States.

r. _____ poll taxes cannot be used to prevent people from voting in federal elections.

s. _____ all pay raises for members of Congress begin with the next session of Congress.

t. _____ the vice-president becomes acting president when the president is ill.

u. _____ inauguration of the president is January 20.

29. The president is assassinated. Her vice-president takes office and serves as president for three years. He then runs for president, is elected, and serves another four years. Can this president now run for another term? Why or why not? Amendment _____.

30. A young man registers to vote on his birthday because he is eligible to vote for the first time. How old is he? Amendment_____.

31. The Republican candidate for president wins the election but dies of a heart attack three days before inauguration day. Who becomes president? Why? Amendment _____.

32. The president has a stroke while in office. He lingers in a coma for several weeks before dying. Who is authorized to serve as acting president during the time the president is in a coma? Who becomes president after he dies? Explain. Amendment _____.

33. A black woman tries to vote in her home state, but is told she is ineligible. At the polling place she sees only white males voting. She believes her rights have been denied. What two amendments can she use to support her view? Explain. Amendments _____ & _____.

Answers to Student Handout: The Constitution Scavenger Hunt

(NOTE: Although students supply reasons and explanations for their answers, review this key first to be prepared to answer any questions they might have while completing the scavenger hunt. Answers are given as Article, Section, Clause or Amendment.)

1. I, 3, 3
2. I, 7,1 and 2
3a. I, 7, 2 3b. I, 7, 2 3c. I, 7, 3
4a. I, 8, 2 4b. I, 9, 8 4c. I, 8, 12 or 14 4d. I, 8, 7 4e. I, 8, 73
5. I, 10, 1
6. II, 1, 2
7. II, 1, 2 (and Amendment 12)
8. II, 1, 4
9. II, 2, 1

10a. II, 2, 2 10b. II, 2, 2

11. II, 3, 3
12. I, 7, 2; II, 2, 2; II, 2, 1
13. III, 1, 1
14. II, 4, 1
15. III, 3, 1 and 2
16. III, 1, 1
17. IV, 2, 2
18. VI, no section, 2
19. VI, no section, 2
20. IV, 4, 1
21. V, no section, no clause
22. VI, no section, 3

23a. 1 23b. 10 23c. 6 23d. 8 23e. 1 23f. 5 23g. 1 23h. 4 23i. 6 23j. 2 23k. 1 23l. 5 23m. 6 23n. 3 23o. 1 23p. 5 23q. 6 23r. 6 23s. 5 23t. 9 23u. 5 23v. 7 23w. 8

24. 1
25. 5
26. 6 and 8
27. 2 and 4

28a. 13 28b. 16 28c. 18 28d. 12 28e. 22 28f. 11 28g. 15 28h. 23 28i. 26 28j. 14 28k. 14 28l. 14 28m. 17 28n. 19 28o. 20 28p. 21 28q. 14 28r. 24 28s. 27 28t. 25 28u. 20

29. 22
30. 26
31. 20, section 3
32. 25, section 1 and 3
33. 15 and 19

Lesson Plan: What Is Public Policy?

Connection to POS: Topic 4--Public Policy
Public Policy in the United States

In this lesson, students learn about the complexity of public policy.

Objectives
At the end of this lesson, students will be able to:

1. Acquire information on how the public agenda is made; what the responsibilities of government are; how government raises and spends money ; and how government formulates policy. (4.1)
2. Evaluate, take, and defend positions about the formation and implementation of public policy. (4.4)
3. Make judgments about the actions of public officials and institutions. (6.7)

Materials
Chalkboard, newspapers, magazines, newsprint and markers, Student Handout: Public Policy

Time Needed
180 minutes

Procedures

1. Brainstorm with students some of the problems in society at this particular time. Make a list on the board, eliciting more answers from students as the discussion continues.

2. Have students explain why these problems have our attention. Where did this list come form? Where did they get their answers? Who or what influences the fact that these problems are a focus now?

3. Ask students who or what should solve these problems. When students get to the government, ask them how the government might solve these problems. As students answer, refer them to the definition of public policy by writing it on the board:

   - *public policy* is the action the government takes to solve a problem, deal with an issue, or meet the needs and wishes of citizens.

   Now ask students if there are any public policies in place to deal with the problems they have listed. This is a good time to gauge their level of understanding of public policy and the government's effort to deal with these issues.

4. Divide the class into groups of four to five students. Distribute the Student Handout: Public Policy and assign each group a public policy issue to investigate. Provide the students with newspapers and news magazines or other resource materials to do their investigations. Policy issues can come from the list they created in Step 1 or new issues they discover in their research. Once they have completed the handout, have students transfer this information to newsprint to present to the class.

5. When students have completed their research, have each group present their findings to the class. After all the groups have reported, ask students if they think any of policies will work to solve the issues they were designed to deal with. What is the basis for their judgment?

6. Ask students to develop a criteria for judging public policy. What would be some of the factors to consider? Students should come up with factors such as costs versus benefits, the number of people the policy is meant to reach, the amount of government involvement, the length of time the policy is estimated to take effect, political ramifications, etc. Develop a class criteria for evaluating public policy and keep it for the remainder of the year, referring to it again when policy issues arise.

Assessment

1. Grade students on their presentations using the Oral Presentations Rubric. In addition, handouts can be graded on depth, accuracy, and neatness.

Extensions

1. Students can be asked to find a school policy and apply the same investigative process as in Step 4. After they investigate the policy ask students where do they fit in? What can they do to change the policy if they disagree with it or enforce it if they do?

2. Step 4 could be a homework assignment with students instructed to bring examples to class.

What Is Public Policy? **Student Handout: Public Policy**

NAME _____ **PERIOD** _____

Public policy is the action the government takes to solve a problem, deal with an issue, or meet the needs and wishes of citizens. It is how the government gets things done. Public policy may be instituted by national, state, or local governments. All three branches of government-- executive, legislative, and judicial can and do make public policy. Both domestic and foreign policy issues and problems are addressed through the formation and implementation of public policy.

Directions: Your group is charged with investigating a public policy issue and examining the government's efforts to deal with this problem. The following questions will guide you in your research. When you have completed this handout, transfer your answers to newsprint and be prepared to present your findings to the rest of the class.

1. What problem is the policy designed to address?

2. What are the causes and effects of the problem?

3. Does the policy address the causes of the problem? If not, does the policy alleviate some of its effects?

4. Who supports the policy? Who opposes it?

5. What are the pros and cons of the policy? What are the benefits versus cost?

6. Is the policy difficult to implement? Explain.

7. Are there any alternatives to this policy? Explain.

8. In your opinion, will this policy achieve its goals? Why or why not?

Lesson Plan: The Federal Budget--A Look At Spending

Connection to POS: Topic 4--Public Policy
Making Domestic Policy: The Legislative Branch

In this lesson, students determine what they believe should be spending priorities for the federal government. This is a hands on lesson designed to encourage debate and negotiation, and help students understand the challenges of creating the federal budget.

Objectives

At the end of this lesson, students will be able to:

1. Identify individual line items in the federal budget. (4.3)
2. Describe the conflicts and compromise that are part of the federal budget process. (4.6)
3. Analyze budget priorities and describe how Congress shapes public policy through the budget. (4.7)
4. Make decisions about where they stand politically concerning budget issues. (6.6)

Materials

Chalkboard, newsprint and markers, Student Handout: Budget Priorities

Time Needed

180 minutes

Procedures

1. Brainstorm with the students a list of things on which they have spent money within the last month. Record their answers on the board. Arrange the items into categories (e.g., cars, school, needs, entertainment, food, etc.).

2. Divide students into groups of five. Write "$500" on the board. Tell the class that each group represents one student who has just received $500 to spend during the next month. The money is in addition to whatever income they may normally have. Have each group determine how it wishes to spend its $500, and illustrate their decision by drawing a pie chart on a sheet of newsprint. Be flexible regarding time, and monitor each group's progress, as some groups will work more quickly than others.

3. Debrief the lesson to this point with the entire class. Have members of each group comment on the decision-making process in their group. Was there negotiation? Did some students get more of what they wanted than others? Is anyone totally satisfied, or not at all?

4. Now write the number $1,700,000,000,000 ($1.7 trillion) on the board. Tell students that rather than $500, they now will have this number to decide budget priorities. Explain to students that this is the federal budget figure for the next fiscal year. Distribute the Student Handout : Budget Priorities. Each group must rank the twenty items in order of importance. The students should use *their own* priorities, rather than try and guess what the "real" budget looks like. There should be a good deal of negotiating and debate within the groups.

5. After the items are ranked, each group should assign a percentage of the budget to each item. Again, there should be quite a bit of give and take during this process. Make sure students understand to use percentages, rather than dollars, as the figures are more manageable.

6. When a group succeeds in assigning each line item a percentage figure, tell that group that they must go back and refigure their budgets with an additional line item: 15 percent of their budget must go to pay interest on the national debt. The students may be a bit frustrated after all their work to have to add this item, but it teaches them how significant it is to pay off years of deficit spending.

7. Each group should illustrate their completed budget in a pie chart on newsprint, using colored markers to designate different categories. Have each group present their budgets to the rest of the class.

8. Debrief the lesson by focusing on any differences among the different budgets. Ask groups why they arranged their priorities the way that they did. Focus the discussion on the negotiating process and lead students to recognize similarities between what they have done and the real budget process.

Assessment

1. Assign students, now working alone, to write an essay in which they identify the social and political consequences of their group's budget. Use an adaptation of the Thesis-based Essay Rubric to grade students' work.

Extensions

1. Assign the handout as a homework assignment and have students come in with their individual priorities and percentages. Then divide the students into groups and have them negotiate a group budget.

The Federal Budget: A Look At Spending **Student Handout: Budget Priorities**

NAME _____ **PERIOD** _____

Directions: Rank the line items listed below in order of priority, using the number 1 for the most important item, down to number 20 for the least important. *After* you have determined the ranking, indicate the percentage of the federal budget that you want to devote to each category.

Priority Rank	**Percent of Budget**	
_____	_____	defense
_____	_____	foreign aid
_____	_____	social security
_____	_____	subsidized housing for people with low incomes
_____	_____	farm supports to assure stable prices
_____	_____	food stamps
_____	_____	space research and exploration
_____	_____	highway construction
_____	_____	national health program
_____	_____	aid to education
_____	_____	urban mass transportation
_____	_____	unemployment benefits
_____	_____	energy research
_____	_____	postal service
_____	_____	control of illegal drugs
_____	_____	environmental concerns
_____	_____	consumer protection
_____	_____	health research (AIDS, cancer, etc.)
_____	_____	salaries for government workers
_____	_____	crime control

Lesson Plan: Powers and Roles of the President

Connection to POS: Topic 4--Public Policy Making Domestic Policy: The Executive Branch

In this lesson students discover the many formal and informal powers of the president through categorizing and examining presidential roles.

Objectives

At the end of this lesson, students will be able to:

1. Identify the roles and the powers of the president. (4.10)
2. Analyze presidential actions and determine which role and what power the president is using for each action. (4.10)
3. Effectively communicate information about the roles of the president. (6.4)

Materials

Textbooks, newsprint and markers

Time Needed

60 minutes

Procedures

1. Divide students into seven equal groups. Assign each group a presidential role--chief executive, chief legislator, chief of state, chief diplomat, commander in chief, head of party, or chief economic planner. Using their textbooks, have students investigate their assigned role. Students should describe the role, list the powers that enable the president to exercise this role, and give at least three examples of a president--past or present--in this role.

2. Next, have each group draw a picture of the president in this role. Encourage creativity--students can depict presidents overseas (chief diplomat) or wearing a military-style cap (commander in chief). Their drawings should also show the president exercising his powers for each role.

3. Have each group present their drawings. Students should take notes as each group presents.

Assessment

1. Distribute a list of presidential actions or activities as a quiz and have students identify the role that is being fulfilled and the power being used.

Extensions

1. Students can collect newspaper and magazine articles and identify the role the president is fulfilling in each article. You can then select articles students have collected to form packets of articles for individual or group reinforcement activities.

2. Using a president's weekly or daily agenda, have students track how the president spends his time and in which role. Students can present this information graphically in a line graph or pie charts. When students have presented their graphics, discuss with them their results. With whom did the president meet and for what purpose? What bill, if any, did he sign? Where did he travel? What speeches did he make and what major issues did he address? What social events did he attend? In all cases, what role was the president playing? Given this amount of time--a day or a week--which role occupied most of the president's time?

Lesson Plan: Bureaucracy Scavenger Hunt

Connection to POS: Topic 4--Public Policy
Making Domestic Policy: The Bureaucracy

In this lesson students have an opportunity to use Internet sources to discover the powers and function of several agencies in the federal bureaucracy.

Objectives
At the end of this lesson, students will be able to:
1. Identify the powers of the bureaucracy. (4.14)
2. Describe the functions and duties of several government agencies. (4.15)
2. Use electronic media to conduct civic research. (6.1)

Materials
Computer lab with Internet access, Student Handout: Government Agencies Web Site Addresses, Student Handout: Scavenger Hunt Checklist

Time Needed
90 minutes

Procedures
1. Reserve time in your Internet-access computer lab prior to this lesson. Take students to the computer lab and explain to them that they are about to go on a scavenger hunt in search of answers to questions concerning the federal bureaucracy.

2. Distribute the Student Handout: Government Agencies Web Site Addresses to each student Make sure students are proficient in locating specific web addresses using your school's search engine. Offer help to students who need it or instruct students who are unsure about how to search for a web site to pair up with a partner until they feel ready to go it alone.

3. After students have become comfortable with the computers, distribute Student Handout: Scavenger Hunt Checklist. Have students complete each item on the checklist, using the Internet as their source. Monitor students' progress, providing assistance when needed.

4. When students have competed their research, return to the classroom and review answers (see Assessment). Ask students to identify and describe the ranging roles and functions of the federal bureaucracy. Is there "too much" government? Why or why not?

Assessment
1. Have students exchange checklists. Call on individuals for correct answers and have students grade the checklist. Grade according to a scale you develop for this assignment.

Extension:
1. Have students create their own scavenger hunt for a specific government agency that they first explore thoroughly on the Internet. Students should create a "hunt" similar to the original handout.

2. Link this lesson to others on public policy by asking students what type of policy, if any, is being examined in each checklist question (e.g., FBI - criminal policy; FAA - regulation of airlines, Treasury - economic policy, etc.).

Bureaucracy Scavenger Hunt
Student Handout: Government Agencies Web Site Addresses

NAME _____ **PERIOD** _____

1. Department of Agriculture - *http://www.usda.gov*
2. Central Intelligence Agency (CIA) - *http://www.odci.gov/cia*
3. Department of Commerce - *http://www.doc.gov*
4. Department of Defense - *http://www.dtic.dla.mil/defenselink*
5. Department of Energy - *http://www.doe.gov*
6. Environmental Protection Agency (EPA) - *http://www.epa.gov*
7. Federal Aviation Administration (FAA) - *http://www.faa.gov*
8. Federal Bureau of Investigation (FBI) - *http://www.fbi.gov*
9. Government Printing Office (GPO) - *http://www.access.gpo.gov*
10. Department of the Interior - *http://www.usgs.gov.doi*
11. Internal Revenue Service (IRS) - *http://www.ustreas.gov/treasury/bureaus/irs/irs.html*
12. Justice Department - *http://www.usdoj.gov*
13. Department of Labor - *http://lcweb.loc.gov/global/executive/labor.html*
14. National Aeronautics and Space Administration (NASA) - *http:www.nasa.gov*
15. National Oceanic and Atmospheric Administration (NOAA) - *http://noaa.gov*
16. U.S. Postal Service - *http://www.usps.gov*
17. Department of State - *http://dosfan.lib.uic.edu/dosfan.html*
18. Department of Transportation - *http://www.dot.gov*
19. Treasury Department - *http://www.ustreas.gov*
20. Department of Veteran Affairs - *http://www.va.gov*

Bureaucracy Scavenger Hunt **Student Handout: Scavenger Hunt Checklist**

NAME _____ **PERIOD** _____

Directions: Using the web addresses supplied, find the answers to the following questions.

1. Who is listed as number 8 on the FBI's 10 Most Wanted List? _____.
2. What is the crime associated with the FBI's Most Wanted individual?_____.
3. Name the location of the nearest FBI field office._____
4. Name the current Attorney General._____.
5. Name the previous position held by the Attorney General._____.
6. The zip code for Rochester Hills, Michigan is _____.
7. Name the FAA Associate Administrator for Airports. _____.
8. Where is the closest GPO bookstore? _____.
9. List a government document for sale there that interests you. _____.
10. The population of Sri Lanka is _____.
11. The current Secretary of the Army is _____.
12. The current rate for 1 year T-bills is _____.
13. List the steps a veteran must take to apply for a V.A. home loan.

14. Go to a "spy site." Report your findings.

15. Identify which animal chromosomes are at the Genome Mapping Project.

16. What federal assistance is available to minority businesses?

17. What is the EPA's latest policy on the spotted owl?

18. The current unemployment rate in the United States is _____.

19. The military branch that falls under the Department of Transportation is _____.

20. Name 2 destinations in Yellowstone National Park.

21. Describe the results of human radiation experiments.

22. What is the number to call to request a 1040EZ form?_____.

23. What is the number of employees at NASA?_____.

24. What is the National Weather Service forecast for today for the Washington, D.C., area?

25. What is the top speed of a F-15 fighter jet? _____.

Lesson Plan: The "J" Files

Connection to POS: Topic 4--Public Policy
Making Domestic Policy: The Judicial Branch

This lesson allows students to combine analytic skills with technology skills as they analyze the current Supreme Court and find one member who follows a philosophy of judicial activism and one who follows a philosophy of judicial restraint.

Objectives
At the end of this lesson, students will be able to:
1. Describe how the federal judiciary shapes public policy. (4.19)
2. Explain how judicial activism and judicial restraint affect Supreme Court decisions. (4.19)
3. Develop a *Power Point* presentation using information collected from the Internet. (6.4)

Materials
Computer lab with Internet access, *Power Point* software, Student Handout: The "J" Files

Time Needed
Three 90 minute blocks

Procedures
1. Using a lecture format, explain to the students the philosophies of judicial activism and judicial restraint. Discuss the advantages and disadvantages of each.

2. Provide students with a list of the current members of the Supreme Court. Then, divide students into groups of three to four and distribute the Student Handout: The "J" Files. Review the assignment as explained in the handout with your students.

3. Take students to the computer lab. Explain to students that by using the web sites provided, they will be able to find the information needed to complete this assignment.

4. Review with the students the procedures for *NetScape* and *Power Point*. You might want to make arrangements with your Technology Administrator to be there to assist you with explaining the presentation software.

5. Have students begin their research. Monitor and assist student progress and make sure that students have read the opinions of at least two cases before determining judicial philosophy. Provide students with an opportunity to create Power Point presentations.

6. Allow students to show their *Power Point* presentations to the rest of the class. It is recommended that students turn in a hard copy of their presentations before they begin; this will make the evaluation process much easier.

Assessment
1. Evaluate student presentations using the Technology Presentation Rubric.

Extensions
1. Repeat this assignment using selected historical courts: the Warren Court, the Burger Court, the Marshall Court, etc.

Student Handout: The "J" Files

NAME _____ **PERIOD** _____

Directions: In this activity you will analyze the current Supreme Court and find one member who follows a philosophy of judicial activism and one who follows a philosophy of judicial restraint. After identifying and offering support for a representative of each philosophy, you will gather biographical information on each of those members. Then your group will create a *Power Point* presentation to convey this information.

1. As a group, create a clear and concise definition of judicial activism and judicial restraint. This will be used to help you make your "J" Files decisions and will be used as slides in your *Power Point* presentation

2. Go to the following internet addresses to gather information about the current Supreme Court:
   - http://supct.law.cornell.edu/supct/justices/fullcourt/html
   - http://www.courttv.com/library/supreme/justice
   - http://www2.cybernex.net/~vanalst/supreme.html
   - http://www.findlaw.com

3. Investigate the opinions of members of the current court until you have identified one who follows judicial activism and one who follows judicial restraint. This will be done by analyzing at least two opinions written by the selected justice. You will need to defend your choice with quotations from opinions over the last three years.

4. Once your group has identified two justices, gather the following background information on each justice:
   - Length of service
   - Gender
   - Race
   - Religion
   - Geographic Region
   - Legal Training

5. After gathering and combining group information, create a *Power Point* presentation. Specific slides should include but are not limited to:
   - title
   - credits
   - definition of judicial activism
   - definition of judicial restraint
   - pictures of Justices
   - support of choices
   - biographical information

   Your presentation will include a minimum of 15 slides and will be evaluated on:
   - design quality - excellent graphic and sound throughout presentation
   - analysis - ideas and explanations are appropriate and well-developed
   - content - content rich, numerous references to required criteria
   - organization - demonstrates logical sequencing of ideas
   - use of sources - uses broad range of resources
   - overall presentation - frames are readable, appropriate, and well-timed

Lesson Plan: Analyzing the State of the Commonwealth Address

Connection to POS: Topic 4--Public Policy
Making Domestic Policy: Virginia Government

This lesson is designed to provide students with the opportunity to explore the development of public policy by analyzing the Virginia Governor's state of the commonwealth address.

Objectives

At the end of this lesson, students will be able to:

1. Explain how the governor use the office to influence the public agenda. (4.21)
2. Evaluate, take, and defend a position on how citizens can exert influence on state government. (4.24)
3. Analyze the various ways individuals and groups can have an impact on lawmaking through lobbying and the media. (4.24)
4. Make decisions related to specific state policy positions. (6.3)

Materials

Teachers are advised to use the Internet to secure a copy of the governor's state of the commonwealth address *(http://www.state.va.us/home/government.html)*, newsprint and markers, and chalkboard

Time Needed

90 minutes

Procedures

1. Distribute copies of the governor's address to each student. Ask students to critically read the document for content, style, and form. Have the students write a paragraph stating what should be the first issue on the governor's agenda for the year and why. Prior to turning in their paragraphs, ask students for their responses and list the issues students identified on the board. Make sure students copy the list into their notebooks

2. Divide students into five equal groups. Each group will perform one of the following tasks:

   - *Governor's speech writing staff*--students should create an outline of the Commonwealth Address, listing on newsprint the various issues the governor mentioned in order of importance. Encourage students to add any other issues that they feel have been left out.
   - *Opposing party leadership*--students should create their own agenda of issues that they think are important and prepare a party response to three of the issues listed.
   - *Editorial board for the Richmond Times/Dispatch*--have students discuss what issues listed are the most important in the view of their newspaper and then write an editorial reflecting that view.
   - *Northern Virginia politicians*--students are to identify the major issues that will impact Northern Virginia and define a legislative strategy of implementing their ideas.
   - *Members of the Northern Virginia Economic Development Coalition*--students are to identify the issues that will have an economic impact upon business owners in Northern Virginia and prepare a press release in response to the governor's address.

3. Students should select a representative from their group to present their specific positions on the governor's policies in a panel press conference format. Each representative should limit their presentation to three minutes.

4. The remainder of the class will act as members of the press corps and will be allowed five minutes to ask questions of the panel members.

5. Bring the class back together and discuss the conflicting viewpoints and predict the types of public policy actions that could take place from the legislative and executive branches of state government.

Assessment

1. Use an adaptation of the Thesis-based Essay Rubric to evaluate the student paragraphs and group writing assignments.

2. Use an adaptation of the Class Discussion Rubric to evaluate student participation in the press conference and the resulting group discussions.

Extensions

1. Assign the State of the Commonwealth Address as homework to save time. Students can come to class the next day ready to discuss the speech and their opinions of the important issues.

2. Use the list you created in Step 1 as a reference for the rest year. You and the class can refer to it from time to time to see what the state government is doing about some of these issues.

Lesson Plan: Fairfax County Board of Supervisor's Budget Hearing

Connection to POS: Topic 4--Public Policy
Making Domestic Policy: Fairfax County Government

In this lesson, students will be making budget decisions for the county based on the supervisory districts they represent.

Objectives
At the end of this lesson, students will be able to:

1. Describe the duties of the Fairfax County Board of Supervisors including adopting an annual budget. (4.26)
2. Explain how the Board of Supervisors influences the public agenda in the county. (4.27)
3. Explore how individuals and groups can have an impact on county policy. (4.28)
4. Analyze budget data to find support for positions they will take on the county budget. (6.2)

Materials
Copies of the current Fairfax County budget (available in public libraries and probably in the school's main office), access to the Internet

Time Needed
Two or three 90 minute periods

Procedures

1. Announce to the class that they will be participating in a simulation where they must make some tough budget cutting decisions. Decide on an amount to be trimmed from the current budget. This amount is the teacher's choice and will depend on the current budget; however, it must be significant enough to create a negotiating situation. Let the class know it will be the task of the Board of Supervisors to decide how they can meet this new budget.

2. Divide class into roles for this simulation. Depending on class size, there should be one or two persons representing each supervisor's district and one or two students representing citizen groups who would have an interest in the budget such as teachers, police, and county workers, PTA, businesspersons, and so forth. You will need to decide the number and size of groups.

3. For the first class period each student should research their part and review the budget to see how it directly effects their group. The Supervisors should research their district to see which budget areas affect them the most and what type of constituency they might have to influence their vote. Students should have access to the Internet to search sites to find some of this information. See the Resources section of the POS to get exact addresses. Also, students can use the phone book to look up phone numbers of offices and agencies which they can call to get their information. Each group should prepare a written summary of their research to be turned in at the end of the simulation for evaluation.

4. On the second day, set up the classroom to look like a hearing room with the supervisors behind tables at one end and at the other end, tables for testimony from citizens as well as chairs for the citizens. Have the Board chair begin the hearings and call the citizen representatives one at a time to testify on their part of the budget. Give each group a time limit of three to five minutes.

5. After all the groups have testified, have each supervisor speak to the budget on behalf of his or her district or favorite program, allowing the same three to five minute limit. Finally, have the chair conduct a discussion on the budget. After about five minutes have the chair call for a vote on the budget. Members should vote on where cuts will be made to meet the target you established in Step 1.

Assessment

1. Use an adaptation of the Simulation Activities Rubric to grade students on their participation and speaking roles.

Extensions

1. Invite the member of the Fairfax County Board of Supervisors representing your school to come and speak to your students before, during, or after this simulation to explain the county budget process. The Supervisor can also speak to the role that interest groups and citizens play in determining county spending priorities.

2. For extra credit, have students attend an actual county budget hearing and report to the class on what they saw and heard. What did they think of the process? Was it, in their opinion. fair? Why or why not?

Lesson Plan: Human Rights: Whose Responsibility?

Connection to POS: Topic 4--Public Policy Making Foreign Policy: Understanding International Relations

This lesson will enhance students' understanding of human rights.

Objectives
At the end of this lesson students will be able to:
1. Define the concept of human rights. (4.31)
2. Describe the rights found in the Universal Declaration of Human Rights. (4.31)
3. Analyze how human rights violations effects all peoples around the world. (4.31)
4. Reflect on their commitment to the concept of human rights. (6.8)

Materials
Chalkboard, Student Handout: The Universal Declaration of Human Rights

Time Needed
90 minutes

Procedures
1. Introduce the idea of human rights to the class. Explain that human rights are based on the principle that all human beings, by their very nature of being human, have certain rights. These rights are higher than any political system and thus cannot be taken away by governments. Brainstorm with students for about five minutes what some of these human rights might be. List student ideas on the board.

2. Take the list and break it into three columns: one each for economic, cultural, and political rights. Ask the students to explain the differences among the columns. What kind of rights would come under economic rights? What rights would be included as cultural rights? What rights would fall under the category of political rights? Have students move the rights they listed under Step 1 under the appropriate categories.

3. Now distribute the Student Handout: Universal Declaration of Human Rights. Explain to the class that in December 1948 the newly formed United Nations adopted this document as a statement to the world on human rights. Give students some time to read through the Declaration.

4. Break the class up into groups of three to four and assign each group three to six articles in the Declaration. Have each group summarize each of its assigned articles in one sentence and state whether any human rights listed on the board correspond to these articles. A spokesperson for each group will state the group's findings to the rest of the class.

5. Ask the class which rights in the Declaration are the five most important. Would they add any rights to the Declaration? Would they eliminate any? If so, which ones and why? Extend the discussion by asking students if they can think of anywhere in the world where these rights are currently being violated. What about here in the United States, what is the human rights record of this nation? Students might think of U.S. treatment of Native Americans, slavery and segregation, treatment of immigrant groups, etc. Ask students, who is ultimately responsible for enforcing human rights? Are any of these rights really attainable?

Assessment

1. Ask students to write a one page reaction to the following quotation by Martin Luther King, Jr.: *Injustice anywhere is a threat to justice everywhere.* Instruct students that they are to relate their ideas in this essay to the discussion they just had on human rights. Use an adaptation of the Thesis-based Essay Rubric to grade student papers.

Extensions

1. Ask students to collect newspapers and magazine articles that discuss human rights violations. Have the students write a short synopsis of each article. Ask each student to place a pin in a world map posted on the wall of your classroom where the violation described in the student's article occurred. Continue this activity over a prolonged period of time. Ask students to evaluate where the majority of human rights abuses are located.

Human Rights: Whose Responsibility?
Student Handout: The Universal Declaration of Human Rights

NAME _____ **PERIOD** _____

Preamble
This universal declaration of human rights as common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of the Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty, and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of the Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention, or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in public trial at which he has had all the guarantees necessary for his defence. (2) No one shall be held guilty of any penal offence on account of any act of omission which did not constitute a penal offence, under national or international law, at the time

when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home, or correspondence, not to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution. (2) This right may not be invoked in the case of persecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (3) The family is the natural and fundamental group of society and is entitled to protection by society and the state.

Article 17. (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. (2) Everyone has the right to equal access to public service in his country. (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social, and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worth of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or their lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and progressive education shall be made generally available and high education shall be equally accessible to all on a basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given their children.

Article 27. (1) Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancements and its benefits. (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which rights and freedoms set forth in this Declaration can be fully realised.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements for morality, public order, and the general welfare in a democratic society. (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in the Declaration may be interpreted as implying for any State, group, or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Lesson Plan: Types of Foreign Policy

Connection to POS: Topic 4--Public Policy
Making Foreign Policy: U.S. Foreign Policy and the World Today

In this lesson, students have the opportunity to make posters of different types of foreign polices that the U.S. government might follow in the coming years.

Objectives
At the end of this lesson, students will be able to:
1. Identify several different types of foreign policy options available to the U.S. Government. (4.32)
2. Analyze foreign policy options and choose what they think is the best for the United States currently. (4.37)
3. Depict and explain foreign policy options. (4.32)
4. Analyze information for accuracy and bias. (6.2)

Materials
Newsprint and markers, Student Handout: Types of Foreign Policy

Time Needed
90 minutes

Procedures
1. Divide the class into groups of four to five. Distribute Student Handout: Types of Foreign Policy. Explain to students that the United States today has many options when it comes to dealing with its neighbors and the other nations of the world. Instruct the groups to first read the handout and then discuss among themselves which foreign policy they think is the best and why.

2. After students have some time to discuss, ask them to draw a visual representation of each foreign policy option as it is described in the handout. Provide students with newsprint and markers for this part of the lesson. Also, be sure students are ready to present their drawings to the rest of the class and are ready to explain to their colleagues which foreign policy option appears to them to be the best for the nation now.

3. Have the students present their visuals when they are ready. After all the groups have presented, ask the class if they can reach agreement on one policy option. Discuss the pros and cons of each as you try to reach consensus.

Assessment
1. Use an adaptation of the Visuals and Illustrations Rubric to grade students' posters.

Extensions
1. Have students follow U.S. foreign policy initiatives in "hot spots" throughout the world for several weeks. After a while, they should be able to "plug" U.S. foreign policy actions into one or more of the types presented in the handout. Have them write a report on one troubled area in the world and U.S. efforts there. Students should identify the type of foreign policy being used and its effectiveness.

NAME _____ PERIOD _____

Realism

The core of the realist approach is order among, and not within, nations. Balance of power considerations take center stage in the realist approach to the world. Realism places national interest first among the concerns of nations and seeks alliances among like-minded nations to reach that interest. Thus, realists are much less concerned with the internal character of nations and look only to the "what can you do for me today" side of the question. Realists will join hands with nations that may violate certain international codes of conduct (human rights violations, for example) if it will get them what they want on the international stage.

The main strength of realism, as far as the United States is concerned, is that it does not overlook existing and potential threats or advantages to the United States simply because there is something wrong internally with another nation. Stability and order are the keys here.

The main weakness with realism is that this approach often pays little attention to the internal evolution of nations, which can have a huge effect on their international relations. One need only look to Iran in the late 1970s for a good example of the realist approach going bad, with the United States being caught unprepared by the Islamic revolution in that nation.

Minimalist

Minimalism is not an approach to foreign policy but rather a refusal to embrace any approach for very long. Minimalists believe that with the end of the Cold War, the United States is now in a position to pull back from its international obligations and focus its attention and resources on domestic problems. After years of draining money, talent, and energy out of the United States, minimalists say that it is now time to pour those resources into the parts of society that were neglected during the long Cold War--education, poverty, women's issues, race relations, job training, etc.

The main strength of minimalism is that it redirects U.S. resources to focus on internal, rather than external problems.

The main weakness with the minimalist approach is that there are still real problems in the world and real threats to the United States. To ignore these threats is to admit that the United States is not part of the global community.

Wilsoniansim

The most traditional American approach to foreign policy reflects the desire to see other nations adopt a form of democratic government and civil society similar to that of the United States. This approach is supported by the belief that nations that treat their citizens well will do the same with other countries. A more democratic world, the Wilsoniansim approach says, will not only be better but also more peaceful, stable, and prosperous.

The main strength with Wilsoniansim is that it focuses on one of the greatest assets the United States has to offer the world--democracy and all of its benefits both for a nation's citizens and the rest of the world.

The main weakness of Wilsoniansim is that while it would be nice if the rest of the world were democratic, it is highly unrealistic to expect China, North Korea, or even Cuba to suddenly change their ways simply because the United States says so. Although the United states is a very powerful nation economically and militarily, it does have its limits.

Economism

This view of U.S. foreign policy emphasizes economic well-being as the central focus of U.S. international relations. This approach reflects the sense that other traditional interests (military, security, etc.) have receded with the end of the Cold War and that economic concerns are now paramount. The purpose of foreign policy must therefore be to serve domestic economic considerations: if exports are the key to this nation's economic well-being, then foreign policy must be about opening markets and creating jobs.

The main strength of economism is that it redirects foreign policy efforts away from security issues and focuses on job creation, expanding markets for U.S. goods, and increased trade relations. Every sector of the economy benefits from this approach, not just the industrial-military sector as in the Cold War.

The main weakness with the economist approach is that the United States does not exist in an economically stable world. Instability in other nations--financial crises in Asian markets, trade imbalances with Japan, war and revolution among and within essential trading partners--can have tremendous impacts on the U.S. economy. Basing a foreign policy on economics can lead to disasters both economically and militarily.

Humanitarianism

Humanitarians see the world less as a collection of nation-states than as a collection of more than 5 billion people. Humanitarians view threats not as military aggression or economic sanctions but as global chaos brought on by poverty, disease, hunger, overpopulation, environmental disasters, and so forth.

The main strength of the humanitarian approach is its concern for the greater good--that is, national interests are really global interests. By pulling together, humanitarians believe, the world can become a better place.

The main weakness of the humanitarian approach is that it underestimates other concerns and threats to the United States. Although poverty, disease, and hunger are all major global threats, they are not immediate dangers to the United States. Humanitarian efforts in foreign policy, while noble, are often shortsighted of the bigger picture.

Lesson Plan: Bill of Rights Graphic Organizer

Connection to POS: Topic 5--Civil Liberties and Civil Rights
Civil Liberties and Civil Rights in the United States

This lesson will help students understand the fundamental ideas of American constitutional law while helping to solve the problem of how to express abstract themes in a graphic representation.

Objectives
At the end of this lesson, students will be able to:
1. Produce a list of key words and concepts that capture the essence of the Bill of Rights. (5.2)
2. Express insights into the form and function of the Bill of Rights in a creative manner. (5.2)
3. Analyze basic civil rights using the U.S. Constitution. (6.2)

Materials
Student Handout: Mandala, Student Handout: Bill of Rights/Mandala Word List, poster board, markers, textbooks, dictionaries, thesaurus

Time Needed
180 minutes

Procedure
1. Divide the class into groups of four to five. Distribute the Student Handout: Mandala to each student. Explain to the students that they will be creating a graphic organizer of the abstract concepts contained in the Bill of Rights. Review the handout with the students, making sure they understand the assignment. Try to secure a picture of a mandala to help students with a model they can follow.

2. In their groups, students should first generate their list of words. Distribute the Student Handout: Bill of Rights/Mandala Word List to each group and have students read the Bill of Rights in their textbooks and begin to come up with words to include on their list. Provide students with dictionaries and a thesaurus to aid their research. Inform students that they can make their mandala more specific to a particular right or part of the Bill of Rights, such as criminal rights or freedom of expression.

3. Review each group's word list to assure that appropriate words have been selected. Then, using the word list, have students produce mandalas as described in the handout.

4. Have each group present their mandalas to the class and explain them, including the graphic representations and techniques used.

Assessment
1. Use an adaptation of the Visuals and Illustrations Rubric to grade student mandalas.

2. You can also grade student presentations using a variation of the Oral Presentations Rubric.

Extensions
1. Since the final product is essentially a work of art, the mandala may be produced in cooperation with art classes. English classes, too, could use the mandala as a means of building vocabulary or to reinforce dictionary skills.

Bill of Rights Graphic Organizer **Student Handout: Mandala**

NAME _____ **PERIOD** _____

Mandala comes from a Sanskrit word meaning "circle." The following definitions should make its meaning clear:

In oriental art and religion, any of the various designs symbolic of the universe.
American Heritage Dictionary

A graphic mystic symbol of the universe that is typically in the form of a circle enclosing a square and often bearing symmetrically arranged representations of deities; used chiefly in Hinduism and Buddhism as an aid to meditation.
Webster's 3rd New International Dictionary

A representation of the cosmos, a consecrated area in which the forces of the universe are collected. These forces are represented by images or signs of divinities by ritual instruments or other symbolic means.
Encyclopedia Britannica

Your group is responsible for producing a mandala on the Bill of Rights. The following instructions will help you with this assignment:

1. Using the handout Bill of Rights/Mandala Word List, compose a list of 100 words based on the Bill of Rights. These are words that can be found in the actual Bill of Rights or words that you feel evoke the spirit of the document.

2. Your words must be concrete and specific, not general and vague.

3. Your words must fall into these categories:

   15 words about the **legal** aspects of the Bill of Rights
   15 names of **court cases** important to the expansion or preservation of the Bill of Rights
   15 words that deal with **criminal rights**
   15 words based solely on the **First Amendment**
   15 words that evoke **emotions** about the Bill of Rights
   25 **free words** that must still must apply to Bill of Rights

4. After making your word list, you must use all 100 words in the creation of a meaningful mandala. The mandala must have visual images representing the Bill of Rights that mean something to you personally and to the group. The mandala must also contain color. Use the supplies provided to make your mandala a pleasure to view.

5. After your group completes your mandala be prepared to present it and explain it to the rest of the class.

Bill of Rights Graphic Organizer
Student Handout: Bill of Rights/Mandala Word List

NAME _____ **PERIOD** _____

15 Legal Words:

due process _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____

15 Court Cases:

Murray v. Balt _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____

15 Criminal Rights Words:

trial _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____

15 First Amendment Words:

speech _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____

15 Emotions (feelings) Words:

anger _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____

25 Free Words:

rights _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

Lesson Plan: Briefing a Case

Connection to POS: Topic 5--Civil Liberties and Civil Rights
Protecting Civil Liberties and Civil Rights

In this lesson students will research a Supreme Court case and write their own brief of the case.

Objectives
At the end of this lesson, students will be able to:
1. Identify Supreme Court cases that protect or expand civil liberties and civil rights. (5.4)
2. Describe what is a legal brief and its various components. (5.4)
3. Analyze a Supreme Court case and produce a brief for that case. (6.1)

Materials
Library resources, judicial branch web sites (see resources section of POS), textbooks, Student Handout: Sample Brief

Time Needed
Two to three 90 blocks

Procedures
1. Begin the lesson by explaining to students that a brief is a written document outlining one side of a case. Briefs include the facts in the case, legal principles pertaining to the case, and previous cases supporting the arguments lawyers are presenting in the brief. Briefs are presented to the Supreme Court for review and the Justices decided whether or not to hear a case based on the accuracy and persuasiveness of the brief.

2. Explain to students that their assignment for the next few days is to prepare a brief for an important Supreme Court case. Distribute the Student Handout: Sample Brief and explain it to the class. Review the nine components in the sample brief and explain to them that they will be responsible for producing a brief with those same nine components.

3. Assign Supreme Court cases important to the protection of civil liberties and civil rights to individual students. Examples of these cases are *Brown* v. *Board of Education*, *Feiner* v. *New York*, and others. Use your textbook or other sources to locate and identify cases.

4. Schedule one or two days in the library for student research. Reserve ahead of time Supreme Court case summary books and other printed materials found in your library that will help students with their research. In addition, see the Resources section of the POS to locate web sites pertaining to the Supreme Court and case history. Many of these site will prove to be invaluable to student research.

5. Give students time to write their briefs. All briefs should be typed and at least one page long. Again, students are to use the format supplied to them on the handout.

Assessment
1. Use an adaptation of the Thesis-based Essay Rubric to grade the briefs.

Extensions
1 Have students present their briefs to the class. Students can take notes on the cases and then debate key issues in the case or present dissenting opinions of the case.

Briefing a Case **Student Handout: Sample Brief**

NAME _____ **PERIOD** _____

Citation
Name of the plaintiffs and defendants and where the case can be found.
(e.g., *Simms* v. *Sch. Dist. No.1, Multnomah Co.*, 508 P.2d 236 (Ore.1973))

Topic
Subject of the case
(e.g., assault and battery)

Relief Sought
What does the plaintiff want?
(e.g., Student brought action to recover damages against school district and one of its teachers for assault and battery.)

Issue(s)
What are the issues involved in the case?
(e.g., Did the teacher deliberately shove the student? Do teachers have the right to use reasonable force to remove a disruptive student?)

Facts
General description of the events of the case
(e.g., Plaintiff, Richard Simms, 14, brought action against a teacher, Marvin Weitz for assault and battery. The student claimed he was deliberately shoved by the teacher into a door, breaking the glass and injuring his arm. The Defendant denied the allegations. He claimed to be using reasonable force to remove the student from the classroom.)

Finding of the Trial Court
The decision of the original court
(e.g., The court ruled in favor of the defendant and the school district.)

Finding of the Appellate Court
The decision of the appellate court
(e.g., The court affirmed the lower court's decision.)

Reasoning
Explanation of the decision of the court
(e.g., Teachers may use reasonable force to remove a child who is disrupting the learning environment. The jury needed to decide if the force used was reasonable. The teacher stands in *loco parentis* sharing the parent's right to obtain obedience to reasonable demands by force. Corporal punishment is not deemed cruel and unusual punishment as deemed by *Ware* v. *Estes*, 328 F. Supp. 657 (TX 1971)).

Significance
What does the case do that has never been done before? What is the principle of law related to this case? What new reasoning is introduced? Is this a precedent setting case?
(e.g., Teachers are responsible for the care and safety of their students. They must also have the authority to maintain good order in the classroom. If the force is reasonable, legal, and does not leave a lasting injury to the student the teacher has the right to remove a disruptive student.)

Project: Election Portfolio

Connection to POS: Topic 6--Skills for Participating in Civic Life Information Literacy, Research, and Communication

This project allows students to choose from several components and prepare findings in a comprehensive portfolio about the election process.

Objectives

At the end of this project, students will be able to:

1. Evaluate, take, and defend positions about the role of political parties, campaigns, and elections in American politics. (2.6)
2. Describe the attitudes a person should have to facilitate thoughtful and effective participation in public affairs. (1.9)
3. Analyze information for accuracy and bias. (6.2)
4. Acquire information from a variety of sources, including print and electronic media, to conduct civic research. (6.1)
5. Promote their interests through participation in the political process. (6.5)

Materials

List of campaign headquarters and phone numbers (teacher must develop based on current campaign), Student Handout: Election Portfolio, Student Handout: Election Terms, Student Handout: A Tour of the Candidate's Home Page

Time Needed

One quarter

Procedures

Note: Before beginning this lesson teachers should preview the candidate's home pages to adapt the Student Handout: Tour of the Candidate's Home Page if necessary.

1. Explain to students as this is an election year, they will be responsible for producing an election portfolio that will examine various aspects of an election campaign. Distribute the Student Handout: Election Portfolio and review it with the class. Explain that completing these components will help students understand the election process and their role in that process. Be sure students understand that there will be required components and optional components for the completed portfolio.

2. Students will need to complete six components for this portfolio project; three components are required and three components will be chosen by the student, throughout the quarter. Teachers should provide students with information on how they wish the completed portfolio to be presented--typed or not, binding, etc.

Assessment

1. Students will be evaluated based on the Portfolio Rubric and the criteria noted in specific components.

Project: Election Portfolio **Student Handout: Election Portfolio**

NAME _____ **PERIOD** _____

Purpose
The purpose of this portfolio is to examine and analyze the election process using a variety of instructional activities.

Directions
You will work alone on this portfolio. You will complete a total of six components. Three of the components are required. The other three components you will choose from a selected list. You may select the optional component, Working on a Political Campaign, and have it count as two components.

Required Components

1. **Complete Election Project Terms** (see Student Handout : Election Terms). Both Parts I & II must be completed for full credit.

2. **Complete tour of two major candidates' home pages** (see Student Handout: A Tour of the Candidate's Home Page). Answer the questions in complete sentences.

3. **Collect ten newspaper articles about the election**. Each article must be formatted neatly on a piece of paper. The article should be cited and a summary and reaction to the article must be provided.

Optional Components (Choose Three)

1. **Conduct an interview with a political official.** Design and ask interview questions to a local, state, or national politician or a campaign employee. You can choose the politicians you wish to interview.

   Requirements for this optional component:
   - Questions and answers must be typed.
   - Interview should have at least 8 questions.
   - Questions should be in-depth, relevant to the election process, and thought-provoking. In other words, questions should go beyond simple yes/no answers.
   - Provide documentation of office contacted, person with whom you spoke, phone number called or address visited, and time of call or visit.

2. **Analyze two sets of two articles on two different election topics.** Find two articles on the same election topic in two different printed news sources (i.e., an article about the candidate debates in The Washington Post and The Washington Times). Compare and contrast how the articles present the information. Repeat this process with another set of two articles on a different election topic to corroborate your findings.

   Requirements for this optional component:
   - Both articles must be neatly placed on paper and properly cited with title, author, source, date, and page number.
   - Provide a brief, but complete, typed summary of each article in which you:
     - discuss what information is SIMILAR in both articles.

- discuss what information is DIFFERENT in both articles.
- point out any bias you detect toward a specific candidate.
- provide evidence as to where each source is on the political spectrum (liberal or conservative).

3. **Tour a third party candidate's home page and create a handout**

Requirements for this optional component:
- Use all sections of the web site or use several web sites to create your version of the Student Handout: A Tour of the Candidate's Home Page.
- The handout should ask factual as well as critical thinking questions and include at least 10 questions or tasks.
- Your handout should be typed, neatly designed, and easy to follow.
- Include an answer key with your handout.

4. **Create a scrapbook of political cartoons about the elections.** Cartoons may be your own work, collected from newspapers and magazines, or a combination of both. Place each cartoon neatly on a piece of paper and then analyze each one.

Requirements for this optional component:
- All cartoons must deal with elections.
- You are required to collect at least four cartoons.
- Analysis of cartoons should be typed and placed on the back of each cartoon. Your analysis should include:
  - an explanation of what is going on or being said in the cartoon. What point is the cartoon trying to make?
  - the detection of any bias of the author toward the subject presented in the cartoon.
  - a statement on whether you agree or disagree with the author's point and why.

5. **Create a media event for a candidate of your choice.** Your media event can be a commercial, photo-op, poster, or radio interview.

Requirements for this optional component:
- A clear and specific message is delivered.
- Campaign issues are included in the format.
- The presentation is creative.
- The media format is submitted in a neat and final form.

6. **Campaign Volunteering. NOTE: This option counts as two.** Work 10 hours on the political campaign of a candidate for national, state, or local office of your choice.

Requirements for this optional component:
- Completion of 10 hours of volunteer work with documentation of hours worked by an official campaign worker. This must include date(s) worked, number of hours worked, and duties performed.
- Completion of a one page reflective essay that includes what you learned, what you still want to learn, and whether you would perform these hours again if given the opportunity.

Project: Election Portfolio **Student Handout: Election Terms**

NAME _____ **PERIOD** _____

Part I

Directions: For each term, provide a definition and a specific example or the significance of each as appropriate.

1. primary elections
2. closed primary
3. plurality
4. open primary
5. caucus
6. nominating conventions
7. party bosses
8. write-in candidates
9. endorsements
10. debates
11. precinct
12. absentee ballots

Part II

Directions: Answer the following questions.

1. Which two candidates participated in the first televised debates?
2. Identify four ways states used to deny the right to vote to certain individuals.
3. Give the educational background, income, age, race, and occupation of those most and least likely to vote in elections in the United States.
4. What are the three main factors affecting voting decisions for individuals.
5. How do these factors affect winning an election: a) name recognition, b) time, and c) ambition?
6. How are delegates to conventions selected?
7. Explain the following components of a national party convention: a) keynote speaker, b) committee reports, c) nomination process, d) balancing the ticket.
8. Name and explain three key members of a campaign committee.
9. Explain what it means to target voters.
10. List and define three sources of campaign funds.

Project: Election Portfolio
Student Handout: A Tour of the Candidate's Home Page

NAME _____ **PERIOD** _____

Directions: Open NetScape, single-click on Open, enter http://www.(candidate's name), and hit return. Using this home page, answer the following questions:

1. What is the slogan of the campaign?

2. What other government positions has the candidate held and for how long? What was the candidate's occupation prior to taking public office? Identify the members of the candidate's family.

3. What can you do to help the candidate's campaign? How would you go about volunteering for the candidate's campaign?

4. Summarize at least three promises the candidate has made in this campaign.

5. Identify the candidate's position on three issues that you think are the most important.

6. What organizations have come out in support of the candidate?

7. What is the latest news on the campaign?

Now find an Internet site in favor of the candidate and one site against the candidate. Summarize your findings. Be sure to include the Internet address of each side.

Project: Mock Trial Simulation

Connection to POS: Topic 6--Skills for Participating in Civic Life Information Literacy, Research, and Communication

This simulation offers students the opportunity to gain an insider's perspective of the judicial system. Students will become familiar with the complex workings of a trial court by taking on the roles of judge, jury, lawyers, and witnesses. The project outline offers the teacher general guidelines for this simulation and lists the resources necessary for carrying it out successfully. Please note that it is necessary to secure basic resources before beginning this project.

Objectives

At the end of this project, students will be able to:

1. Explain the organization of the U.S. court system. (4.17)
2. Describe the adversary system of law. (4.17)
3. Evaluate, take, and defend a position on how individuals can exert influence on the judiciary. (4.20)
4. Analyze the strengths and weaknesses of the adversary system of law. (4.17)
5. Effectively communicate their opinions in a trial setting. (6.4)

Materials

Mock trial manual (*see Resources Section* of this project), mock trial case (*see Resources Section* of this project), videos for jury practice (*see Resources Section* of this project), room to be used as courtroom (may need to be reserved), judges robe (graduation gown) and gavel, microphone if necessary, blank folders, legal pads, pens, video camera and/or tape recorder with blank tapes

Time Needed

Approximately four to six 90 minute blocks

Procedures

Note: The teacher will need at least a week to prepare materials for this simulation. It is recommended that the teacher first secure a copy of *Street Law Mock Trial Manual* (see *Resources Section* of this project). This manual contains step-by-step instructions for the teacher and a reproducible manual of procedure for students. There are also other manuals available which can serve a similar purpose. In addition, some textbook ancillaries may contain the information needed for a mock trial simulation. The general procedures are as follows:

1. Secure a copy of *Street Law Mock Trial Manual* or other similar resource. Copy appropriate sections to assemble a basic mock trial manual for each student.

2. Choose the mock trial to be used for the class. If you are using this lesson with several classes you may use the same trial for all or choose a different trial for each class. These trials can be obtained from the sources referenced in the *Resources Section* or from the Virginia Model Judiciary Program. You will need to copy all of the appropriate trial materials for the participants. This includes:
   - general statement of facts for all participants except the jurors
   - witness statements (both prosecution and defense) for all lawyers and the judge
   - individual witness statements for each witness
   - any pretrial motions, constitutional issues of reference, or other appropriate material that may come with your trial for lawyers and the judge
   - rules of evidence for the lawyers and the judge

You will also need to copy material appropriate to the jurors. This will include several handouts from the *We The Jury* simulation (see *Resources Section* of this project) which include a juror description form, jury badges, etc. Sample cases and questions from *You're the Jury* (see *Resources Section* of this project) will also need to be copied.

3. On an index card, have students list their first three choices for a role in this simulation: judge, lawyer, defendant, witness, juror, or clerk/bailiff. Explain the responsibilities and importance of each role. Collect the cards and, using the trial selected as a guide (since the number of witnesses will vary), assign all class members to a role. It is not necessary for there to be twelve jurors if class size does not permit. Care should be taken when assigning the roles since the lawyers need to be good speakers and the judge needs to be impartial and willing to take the time to study thoroughly the case facts and the rules of law.

4. Announce the roles to be played during the trial. Distribute and go over the general information in the student mock trial packet (this could be assigned as homework). Stress the importance of the security of the facts of the case so that students understand they should not share their information with the other side or jury members. At this point in the preparation the judge, jury, and a lawyer from each side will be involved in jury selection. The prosecution and defense teams will be preparing their case.

5. The following is a day-by-day description of the mock trial simulation:

Day 1: General Preparation
You should have copied the Student Mock Trial Handbook, the trial to be used, and all appropriate materials from *We the Jury* for the Voire Dire and juror preparation. Distribute the Handbook and go over general procedures; distribute jury materials and dismiss the jury to a separate location, away from the rest of the participants.

Jury
- In the separate location, using the *We The Jury* packet, each juror will construct a personal biography and will use that information to fill out the "official" juror description form and the juror badge.
- With remaining time, jurors should read through the practice case (from *You're the Jury*) and discuss the questions given as practice for making a legal decision.

All Participants (other than jury)
- The teacher should read through the case facts with the remaining class members to be sure that everyone has a general understanding of the facts of the case.

Judge
- The judge should read through the case, witness statements, and become familiar with all rules of evidence as well as any previous court decisions and pretrial motions that might be applicable to the case.
- The judge should also become familiar with the judge's role in the Voire Dire (jury selection) procedure from *We the Jury* if used.

Lawyers
- Read through the case, witness statements, and become familiar with all rules of evidence as well as any previous court decisions and pretrial motions that might be applicable to the case.
- Divide up responsibilities between lawyers. One lawyer needs to work on questions

for Voire Dire (if used) while the other(s) should work on case facts and witness statements.
- All lawyers and witnesses for their side should decide on a general strategy to be used throughout the trial and how this will be accomplished

Witnesses/Defendant
- Witnesses should read through the case, their statement as well as other witness statements, and become familiar with how their testimony fits in with others and where conflicts in facts occur.
- Witnesses should work with lawyers for their side to decide on a general strategy to be used throughout the trial and begin to memorize the facts of their statement.

Day 2: Voire Dire
You should have the classroom set up as a courtroom as shown in the handout material. The clerk/bailiff should have all copies of the juror description forms.

Jury
- Jurors should be prepared to participate in the Voire Dire process and to answer questions on the identity chosen. Jurors will be seated in the spectator section of the courtroom until they are called by the clerk/bailiff.
- Any juror who is challenged must construct a new description and go through the questioning again.

Clerk/Bailiff
- The clerk/bailiff will begin the proceedings by announcing the judge and the case.
- The clerk/bailiff will swear in the jury candidates (see Voire Dire instructions) and call each juror alphabetically to the stand.

Judge
- The judge reads the general instructions for Voire Dire to the jury candidates (see instructions) and asks any pertinent questions during the proceedings.

Voire Dire Lawyers
- One lawyer from each side should ask three questions of each jury candidate.
- Lawyers may use a pre-emptory challenge of a witness if allowed by the judge.

Other Lawyers and Witnesses/Defendant
- The lawyers should be working with their witnesses on testimony and trial strategy and also be writing opening statements. Lawyers will also need to produce (or plan) physical evidence as appropriate for the case.
- Witnesses should be working on their testimony or helping others with evidence.

Day 3: General Preparation (if necessary)
If necessary, you may need an extra day for trial preparation. Be sure you are monitoring student progress in all areas.

Judge
- The judge should continue to become familiar with judicial procedures and the facts of the case.

Lawyers
- Lawyers should finish writing opening statements, decide responsibility for questioning of witnesses, write questions, and practice questioning of witnesses.

Witnesses
- Witnesses should continue to memorize their statements and practice questioning with the lawyers.

Jury
- Jurors should either continue to discuss the practice case or use a video practice case for discussion and analysis.

Clerk/Bailiff
- The clerk/bailiff continues to serve as secretary to the jury collecting jury badges, paperwork, etc.

NOTE: Remind students that the trial will begin during the next class period and that they should dress appropriately for their role. Be sure to secure the judge's robe and gavel.

Day 4: Trial (first day)
Set up the room to match the courtroom design found in the *Mock Trial Manual* or case packets. Also, if you are planning to tape the trial, set up video camera and/or tape recorder. Label prosecution and defense tables and give lawyer teams legal pads to use for note taking.

- With all participants seated appropriately, have clerk/bailiff call the court to order and swear in the jury.
- Follow the case presentation order as outlined in the *Mock Trial Manual* or the case packet, beginning with opening arguments.

Day 5: Trial (second day)
Continue with the trial from the previous day where the you left off.

- After both sides have presented their cases and after closing arguments, have the judge give the jury its instructions (from the case packet).
- Have jury retire to a different location (an empty classroom, a place in the library, etc.) for deliberation. Be sure the jury takes all witness statements and physical evidence with them for their deliberation.
- While the jury deliberates, the class will want to discuss the case further. Discuss with the students what went well and what didn't. You might want to refer to the videotape at this time.
- When the jury has completed its deliberation, have them return and call the court back to order. The verdict is then read by the jury foreperson.

Day 6: Wrap-Up/Assessment
Spend time debriefing with the class. Allow the jury to discuss why they reached their verdict and what each side did well and what could have been improved using assessment tools listed below.

- As part of the debriefing, have each participant share an evaluation of the trial from their perspective as suggested below:

judge: evaluate both lawyer teams and their effect on the outcome
lawyers: evaluate their performance and ways to improve their case presentation
witnesses/defendant: evaluate their performance and their role in the jury's decision
jury: evaluate presentation by both sides as well as their role during the deliberations
clerk/bailiff: evaluate both lawyer teams and their effect on the outcome

Assessment

1. Use an adaptation of the Simulation Activities Rubric to grade students' participation in the mock trial.

2. In addition, students can complete the following essay as part of their assessment. Teachers can use the Thesis-based Essay Rubric for grading purposes.

   Mock Trial Essay: The statue of justice is blind to symbolize fairness and equality in our system of justice. Is this true? Have you discovered some aspects of this system that you would change? Choose three areas that need to be changed. Explain how each could be improved. Use the mock trial, the videos, and your textbook to provide the evidence you need.

Resources

Teacher/Class Preparation:

- *Street Law Mock Trial Manual*, Patricia McGuire (ed.), National Institute for Citizen Education in the Law.
  An inexpensive, basic "how-to" manual that provides a reproducible student manual, general instructions, and lesson plans

- *We The Jury*, Constitutional Rights Foundation, Zenger Publications
  An excellent "how-to" resource for Voire Dire (jury selection) and juror identification such as descriptions, badges, etc.

- *You're the Jury*, Judge Norbert Ehrenfreund and Lawrence Treat, Henry Holt and Co.
  Provides a number of practice cases for the jury as well as a good section on jury instructions

Case Transcripts:

- *Mock Trials*, Constitutional Rights Foundation
  Trials are from the California Model Judiciary Program

- *The Model Judiciary Program Scripts*, Virginia Bar Association and the Virginia YMCA, Lynchburg, VA. (804-385-9117 or fax @ 804-385-9118)
  Trial transcripts with a more local flavor

Video Resources:

- *You Decide*
- *Court TV* segments (can legally be used up to one week after broadcast)
- *Twelve Angry Men*

Project: Model Congress

Connection to POS: Topic 6--Skills for Participating in Civic Life Information Literacy, Research, and Communication

Model Congress is a participation activity that engages students in many aspects of policy-making by simulating a model legislature. The activity described here is based on a number of versions used in several Fairfax County high schools. The simulation can be done by a single teacher using only one class of students. However, this model is based upon the assumption that all students enrolled in Virginia /United States Government will participate. The scope of the law-making activity can be broad (all proposed bills--state and federal) or limited to federal legislation. This model is based on the House and includes a role for a president who uses the veto.

Objectives

At the end of this project, students will be able to:

1. Explain the meaning of the term civic life and civic responsibility in terms of holding public office. (1.1)
2. Describe how the public agenda is set and how it effects public policy. (4.1)
3. Take and defend a position on issues regarding the responsibility of government to make domestic and foreign policy. (4.2)
4. Explain the organization and powers of the U.S. Congress. (4.5 and 4.6)
5. Describe how a bill becomes a law from proposed legislation to floor vote. (4.7)
6. Explain how Congress and the executive branch can check and balance each other. (4.6)
7. Make decisions about where they stand politically. (6.6)

Time Needed

Conducting a model congress is a major investment of time. The preliminaries of researching, writing bills, and profiling members of Congress should be assigned weeks or months before the actual simulation begins. In the version presented here, the model congress opens with one day to caucus, organize, and elect leaders; two days of committee hearings; one day in recess (back in class) while the rules committee meets; two to three days of floor debate and voting; and a final day for presidential vetoes and override voting. The minimum time recommended in actual play is seven block class periods of 90 minutes. For those who are conducting a model congress with only one class of students less time may be needed.

Materials

Student handouts both supplied and prepared by the teacher, access to a computer lab, a room large enough to hold all participants, sound and/or video equipment, a podium, a gavel, and a box labeled "Hopper," two large tables for the leadership teams, a supply of file folders, markers, staples, paper clips, and poster paper, a temporary Congress file box for each period and a personal box for each teacher for lost items and discarded bills from the committees (copy paper boxes with labels are ideal)

Procedures

Note: The procedures described here reflect the model congress as it has been developed and used over a five year period by Virginia /United States Government teachers at Oakton High School. Similar versions with distinct variations on procedures are used at Mount Vernon, Woodson, Chantilly, and Robinson. Other high schools may also use a model congress. It is highly recommended that teachers who are considering using a model congress for the first time view these procedures as a "template," or a starting point. Teachers who use a model congress explain that a simulation of this scope is a "work in progress," adaptions are encouraged.

1. **Planning:**
   - Begin planning the logistics of the model congress several months before the actual simulation begins.
   - All participating teachers will meet to develop a calendar, determine requirements and parameters of the simulation, and to identify and assign the various responsibilities associated with conducting a large-group simulation.
   - Sign-up early for a lecture hall/auditorium. Be sure colleagues, especially administrators, are aware of the activity. Get it on the school's calendar.

2. **Participants:**
   - Assume that all government teachers (regular, Pre-IB, and AP) are participating. If there are three government classes scheduled during first period/block then those students constitute "a congress" of 75 to 90 students; if there are only two teachers who have government during the second block then that congress might consist of 50 to 60 participants.
   - All congresses are contained within a class period. The logistics of organizing a cross-period congress could prove unwieldy.

3. **Getting Started:**
   - One or two months before the actual congress is set to begin, announce the event and start building student interest and enthusiasm.
   - Distribute a calendar and/or a participants manual.
   - Consider reviewing and practicing the elements of parliamentary procedure several times before the congress begins.
   - Describe the leadership roles and encourage potential candidates to begin planning their campaigns. If extra credit is to be awarded as part of the assessment, make sure students understand their opportunities for points.

4. **Bill-writing:**
   - Provide students with a template of a bill and assign each student to write two bills.
   - Show samples of actual bills and describe the essential elements you want students to include on their versions. It is recommended that a bill be one page, one-sided, typed, and ready to photocopy. If a bibliography is required, have students write it on the back of the bill.
   - It is important that blank spaces be designated for the bill number (HR#___) and the Committee that it will be assigned to. This part of the bill will be completed during the committee phase.
   - The teacher's name and class period should also be affixed to the bill. It is a good idea to have a rough draft due date set early enough to allow students to revise their bills into final form.
   - Consider using a peer-review strategy to assess first and final drafts.
   - Urge students to keep all of their work on a disk and to make a back-up.
   - Tell students to bring three copies of their final bills to the opening session of the congress: one for the "Hopper," one for the teacher, and one to keep during the congress.

5. **The Caucus:**
   - Meet in a space large enough to hold all of the participants with room to subdivide into party caucuses and committees.
   - Students should place one copy of each bill in a box designated the "Hopper."
   - Teachers should call the group to attention and explain the procedures/objectives of the day.

- Divide the group into two parties (Democrat or Republican). Tell students they must either move to the right side or the left side of the room. Note: It is important that students have a basic understanding of party ideology, principles, and general characteristics. A brief overview of party policies can be introduced at this point or teachers may choose to have addressed this material prior to the opening of the model congress.
- One factor that should be stressed at this time is the dilemma faced by many real-world law-makers of how they vote. Do they vote their conscience (most students will); how consistent will they be (many will not be consistent)? Or do they vote the party line following the caucus' decision as announced by the leaders?
- Teachers should decide prior to the opening day if students will be permitted to sit as independents or form minor parties. (Since minor parties do not function in the American Congress and independents are rare, letting students pursue these options is discouraged.)
- Forming parties may take about 15 to 30 minutes depending on how much party philosophy needs to be explained.

6. **Electing the Leadership:**
   - Count the number of students in each party to determine majority/minority status.
   - The majority party will elect the speaker, party leader, party whip, and committee chairs.
   - Elect the speaker first. Have anyone wishing to be speaker stand before the majority party and give a one minute speech. By a show of hands the majority party will select a speaker.

   Note: The speaker essentially runs the model congress. Before the election, point out that the individual must be someone who is reliable, an effective speaker in front of a group, and who possesses strong organizational skills. Encourage the most responsible and enthusiastic students to run for leadership positions. Stress the importance of perfect attendance during the simulation and that members of the Rules Committee may need to stay after school for their meeting.

   - After a speaker is elected, the teacher working with the majority party should turn the process over to the speaker to elect the remaining positions.
   - On the opposite side of the room the minority party will elect a president, leader, whip, and determine ranking member status for future committee work. Record the results of the elections by completing a Committees and Leadership form.
   - Have the speaker pick someone to serve as a clerk of the congress and have the president select someone to perform the duties of sergeant-at-arms.
   - Before the close of the caucus have the leadership introduce themselves to the congress.
   - Be sure there is a clearly labeled folder for each congress to store the leadership and committee assignments. These folders should not be taken from the room.

7. **Assigning Bills to Committees:**
   - While students are engaged in electing leaders one or two teachers should quickly scan the titles of the all of the bills and assign bills to one of seven committees. Prepare seven committee folders containing the bills assigned to each committee. Include a blank copy of the Committee Report.
   - To even out the committee work-load it is recommended that each committee be given approximately the same number of bills even if the name of the committee does not exactly line-up with the topic of the bill. For example, you may find an abundance of Legal/Justice Committee bills but few for the Labor/Immigration Committee.

   Note: Part of the teacher planning process before the actual start should be the determination of the committees. The seven committees listed on the Committee

and Leadership form can easily be modified to suit your school's preferences.

8. **Committee Work:**
   - Students are randomly assigned to one of the seven standing committees on the first caucus day.
   - Determine the size of each committee by dividing the number of total players by the number of committees for your congress; majority representation must always exceed minority representation.
   - The chairman's first duty is to prepare a committee roster of names, teacher, and party. Copies of the roster must be filed with the clerk of the congress.
   - The committee folder must be maintained. Keep the bills, action sheets, and other papers in the committee folder. The chair must return the committee folder to the clerk at the end of the period. It is highly recommended that all materials remain in the room.
   - Begin deliberations by assigning each committee member a bill (or bills) to read through. Have each reader give a summary report to the committee--the nature of the bill, key points, and what they think are the pluses and minuses of the proposed law.
   - Committees will hold hearings. The sponsor of a bill must be contacted and asked to testify before the committee takes final action on a bill. The sponsor of a bill must also be notified of the committee's intention to amend the bill. Sponsors cannot prevent the committee from amending their bill, but they may withdraw the bill from consideration if they do not want their bill amended.
   - Bills may be recommended for adoption (reported out), amended or rewritten entirely, rejected (killed by majority vote), or "pigeonholed" (quietly ignored).
   - All bills that are amended or joined should be retyped on a clean bill sheet with the original bills attached with a paper clip (to facilitate copying later). All sponsors of the original bills must sign the joined bill as co-sponsors.
   - Action Sheets must be completed for all bills. Caution: to facilitate collating and copying later on, paper clip or staple action sheets to all "live" bills destined for the Rules Committee. Action Sheets should also be attached to killed or tabled bills. The committee chair should keep all Action Sheets and live bills in the committee folder.
   - All killed bills should be returned to the designated teacher's box at the end of each committee day.
   - Sponsors must sign the Action Sheets on their bills--even those that have been "killed."
   - All legislation passed by a committee is given to the clerk of the congress at the end of the committee phase of the simulation.

9. **The Rules Committee**
   - Membership on the Rules Committee will be determined by the teachers. This model recommends the following: seven members consisting of the speaker, majority leader, majority whip and one committee chair chosen by the speaker; minority leader, minority whip and one ranking committee member appointed by the president.
   - Members of the Rules Committee will have nothing to do in the committee phase of the congress, however, they will "rule" on each bill reported out of the committees.

     Note: As a general rule, one day of floor action will be able to consider approximately 10 to 15 bills. With that in mind, recommend that the Rules Committee select only 30 to 40 bills to place on the Union Calendar. If they "rule" on more it will impact on copying requirements.

   - The Rules Committee will:
     - Review all of the bills reported out by the committees

- Select 30 to 40 bills based upon party/leadership preferences
- Arrange the bills in order of the Committee's priorities
- Assign a number to each bill #1 to #30 (as many as the committee chooses)
- Prepare the Union Calendar and determine a "rule" for each bill:
  * how much debate time to allow for each bill?
  * how much time for each speaker?
  * can the bill be amended or not?
- List each bill on the Calendar by number and write the corresponding number on the bill.

Calendars must be printed in ink. Place the Union Calendar on top of the bills and submit to the clerk of the house for duplication by the teachers.

Note: Duplicating the 30+ page calendars is a major logistical challenge. Plan ahead for access to the copy machine and consider getting department colleagues or PTA volunteers to help. You will have only one afternoon to make copies of the calendar for the next day's floor action. Determine how many copies of the calendar you will need per period. All of the teachers and the leaders will need copies they can keep. Ideally, every participant can have his or her own copy. However if conservation is a factor consider one copy per two or three participants.

10. **Floor Action**
    - At the beginning of each day of the floor action allow the parties to caucus for 15 minutes to examine the Union Calendar and to determine a strategy for the general session.
    - The Speaker will preside over the floor sessions.
    - See Rules for Floor Debate for detailed procedures.

11. **Presidential Vetoes**
    - On the last day of floor action the president will deliver his/her veto messages on all of the bills that have passed the congress. The president may veto any bill but must briefly state his or her reasons. There is no debate about the president's decisions.
    - After all of the veto messages have been delivered party caucuses are held to determine strategies for possible override action.
    - The clerk must count all of those present and announce how many votes are needed (two-thirds) for a veto to be overridden.
    - The Speaker resumes control of the congress and leads the override session.
    - The override vote is the final step in the model congress.

Assessment

1. A variety of related assignments and activities can be incorporated as part of the assessment of the simulation including a portfolio of articles and political cartoons about the current Congress, a mini research paper on a famous speaker, a poster or technology presentation on how a bill becomes law, a profile of an influential member, or a report on a landmark law.

2. Use and modify the Simulation Activities Rubric to develop a tool for evaluating participation. Consider developing a sliding scale of points and extra credit to reflect leadership, level of participation (both in committee and on the floor), getting a bill passed, signed, and surviving a veto.

Note: For further information or assistance in using a model congress contact any of the following: Christine Donovan--Chantilly, Russ Phipps--Oakton, Suzie Shue--Woodson, David Spage--Robinson, David Zack--Mount Vernon.

Project: Model Congress **Student Handout: Rules for Model Congress**

NAME _____ **PERIOD** _____

Leadership

Speaker of the House
The Speaker is elected by the majority party. The Speaker presides over the debates and floor votes on each bill. The Speaker may request that the majority leader or other majority member temporarily preside as needed. The Speaker is assisted by an appointed **Clerk** who reads each bill, maintains the **Action Sheets** after bills leave committees, and records the votes taken on the bills. The Speaker is further assisted by a **Sergeant-at-Arms** (who is selected by the minority leadership) to keep a record of the time, to announce the end of the debate, and to help the Speaker maintain order in the House. The Speaker may sit on any committee during their deliberations.

Party Leaders
Party leaders are elected by the party caucus. They help develop and articulate a party platform, read all bills to determine whether the party will take a position, and are prepared to speak for or against each bill as desired. Party leaders may assign someone else to speak on various bills. The **Majority Leader** presides over debate in the absence of the Speaker. Leaders may testify on committees during the time their party's bills are being considered.

Party Whips
Party Whips are elected by the party caucus. Whips assist party leaders, read all bills to help leaders determine the party's position on the bills, promote party position on the bills, and lobby party members to vote the party "line."

The President of the United States
The president is elected by the the minority caucus. The president is not a prime minister. The main duty of the president is to **sign or veto bills** passed by the floor. In general, the president should support the minority position on most of the bills. However, the president may act on a bill even if that action cuts across his or her party's interests. During the committee and floor phases of the simulation, the the president will generally act like any other member of the congress. A president will, however, begin to lobby and make deals in support of favored bills at any time. As bills are passed by the congress, the president must decide his or her position on that bill. If a veto is planned the president must develop a message to explain the reasons for the veto. On the final day of floor action the president will deliver the veto messages.

Rules for Floor Debate

1. A head table will hold: Speaker, Clerk , and Sergeant-at-Arms.

2. Bills are **read** by the Clerk, **discussed**, **debated**, and **voted on** by the entire House. A bill passes with a simple plurality of the votes.

3. If passed, bills are sent to the President who will **sign** or **veto** them and return them to congress. All vetoed bills require a brief message as to why this action was taken.

4. Vetoed bills may be brought back to the House for a two-thirds vote to **override** at the end of the session (last day).

5. The first person to speak on any bill is the **sponsor** of that bill. The second person is the party leader and the third to speak is the minority leader--unless either or both waive the privilege. Others may speak alternating between those in favor and those opposed. All **speakers must stand** and address the Chair loud enough for all to hear.

6. Members must rise and say "Mr. or Madame Speaker" to **gain recognition** from the Chair. Do not start to speak until the Chair recognizes you by name, nods to you, or in some other way gives you the go ahead. Debate on a bill is limited to the allotted time as set by the Rules Committee.

7. If the Chair recognizes someone else, wait until that speaker is finished and repeat #6 above.

8. Under no circumstances may you argue with the presiding officer (usually the Speaker of the House). Your only remedy is to rise to a **point of order** on parliamentary procedure, to appeal the decision of the Chair, or to rescind or reconsider. If you do appeal the decision of the Chair, you may state why you do so but no other debate is allowed. Once a vote is taken the matter is over.

9. When referring to another member of the Congress during floor sessions always use the most polite forms of address: "the distinguished gentleman or gentle lady," the "honorable member," etc. You may address another member only through the Chair, never directly.

10. The Speaker may enter discussion on a bill only by giving up the Chair to someone else and moving to the floor. The speaker should never abandon the podium without first asking a colleague to preside temporarily in his or her place. This should be neither the Clerk nor the Sergeant-at-Arms.

11 Members of the congress are responsible for having all relevant materials in hand each day as well as a pencil or pen. You must remember to bring your copy of the Union Calendar each day.

Model Congress: Committees and Leadership Assignments Period:___

Number of players____ Teachers:_____

MAJORITY:_____ #____ MINORITY:_____ #_____

Elected Leaders

Speaker_____ President of the US_____

Majority Leader_____ Minority Leader_____

Majority Whip_____ Minority Whip_____

Appointed Leaders

Clerk of the House_____ Sergeant-at-Arms_____

Standing Committees

 # per committee=____

[Note: the number of Majority party members must always be greater than the Minority party members]

1. Finance/Budget (budget, spending, taxes, economy, business, trade)

Chair:_____ Ranking minority_____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Technology/Transportation/Infrastructure (technology, energy, space, communications, transportation)

Chair:_____ Ranking minority_____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Environment/Interior (pollution, parks, recreation, public lands, conservation)

Chair:_____ Ranking minority_____

4. Judiciary/Legal/Justice/Civil Rights/Civil Liberties

Chair:_____ Ranking minority_____

5. Social Services/Education (health, welfare, education, social security, veterans benefits, public housing)

Chair:_____ Ranking minority_____

6. Military Affairs/Security/Foreign Policy

Chair:_____ Ranking minority_____

7. Labor/Immigration/State and Local Issues

Chair:_____ Ranking minority_____

The Rules Committee

Speaker_____ Minority Leader_____
Majority Leader_____ Minority Whip_____
Majority Whip_____ Ranking Member_____
Committee chair_____

Model Congress Per:_____ **Action Sheet** for HR#_____

Bill Title: _____
Sponsor: _____

1. **ACTION by the COMMITTEE on** _____
   Following due consideration this committee has voted _____ / _____ to:
   ___ recommend, ___amend*, ___kill, ___pigeonhole this bill.
   ___ This bill was joined with _____ others as follows:
   _____
   _____
   *The amendment(s) to this bill read as follows: (note line #'s when applicable)
   _____
   _____
   _____
   _____
   _____
   Chair's signature:_____

2. **ACTION BY RULES COMMITTEE**. By majority vote this committee has seen fit to: ____delay action on this bill, or _____ pass the bill to the floor.
   The bill was given _____ an open rule for amendments to be added during floor debate; or _____ a closed rule with a maximum amount of time allowed for debating this bill set at _____ minutes.
   _____
   _____
   Speaker's signature:_____

3. **ACTION BY HOUSE FLOOR**. A majority vote (two-thirds for Constitutional Amendments) ____ passed this bill without amendment, _____ tabled this bill, or ____ rejected this bill, as presented.
   ____ An amendment(s) changed the bill to read:
   _____
   _____
   _____
   _____
   _____
   As amended the bill was _____ passed or _____ rejected.
   Clerk's signature:_____

4. Action by the President of the United States. The President has _____ signed the bill, or _____ vetoed the bill with a message of explanation.

[The president's signature should be affixed on the lower right side of the bill.]

5. Override Action:

A two-thirds vote ___ passed the bill over the veto; ___ was not obtained.

Clerk's signature:_____

106th Congress 1st. Session

H.R.#_____

IN THE HOUSE OF REPRESENTATIVES

_____, 1999

Mr., Ms._____ introduced the following bill, which was referred to the

Committee on _____

A B I L L

To establish _____

_____

Section 1. This Act may be cited as the... (Title and purpose)_____

_____

Section 2. (Eligibility. Who will this bill effect?)_____

_____

_____

Section 3. (Administration. What agency will implement or enforce this law.)

_____

_____

_____

Section 4. (Penalties for noncompliance?)_____

_____

_____

Section 5. (Funding. How will you pay for this proposal?)_____

_____

_____

_____

Section 6. (Effective Date. When will this bill become law?)_____

Signature:_____ Student of _____ Period ___

Committee Report from: _____ **Period** _____

Bill Title	Author	Committee Action	Vote

Union Calendar

Legislative Period: Calendar Day:

Bill #	Rule (time)	Title	Author	Floor Action	Pres. Action

Project: Community Service

Connection to POS: Topic 6--Skills for Participating in Civic Life Critical Thinking and Civic Virtue

Completing a community service project is one of the best ways for students to achieve familiarity with the concept of citizenship and the community in which they live. This will be accomplished through a practical application of citizenship by participating in community service.

Objectives
At the end of this project, students will be able to:

1. Explain the meaning of the terms civic life, private life, civic responsibilities, and personal responsibilities. (1.1)
2. Describe attitudes a person should have to facilitate thoughtful and effective participation in public affairs. (1.9)
3. Acquire information from a variety of sources, including print and electronic media, by conducting civic research. (6.1)
4. Reflect on their own involvement and commitment to political and social issues currently facing the nation. (6.8)

Materials
Directory of Youth Volunteer Opportunities distributed by Office of High School Instruction (or use web site: http://www.btg.com/volsrus), Student Handout: Student/Agency Contract, Student Handout: Student/Parent Permission Form, Student Handout: Community Service Attendance Sheet, Student Handout: Community Service Presentation

Time Needed
Three to Six months

Procedures

1. It is suggested to begin this project close to the beginning of the year as possible. Begin October 1st and make the project due March 1st (to be counted in the Third Quarter) or design the project for a nine week time period.

2. Review with students the importance of being involved in their community. Begin with a classroom discussion on the meaning of civic life. Possible discussion questions: What is meant by civic life? Do we as citizens have a responsibility to the "greater good" of society? Is there a conflict between civic and personal responsibility? How can this be resolved? What moral obligations exist in your desire to "give back" to the community? Stress to the students that the object of this project is not to "get the hours" but to begin a positive relationship between themselves and the community in which they live.

3. Provide students with the following Student Handouts: the Student/Agency Contract, the Student/Parent Permission form, and the Community Service Presentation guidelines. Go over these forms, making sure that students understand the project requirements. Assign due dates and answer any student questions.

4. Have enough copies of the Directory of Youth Volunteer Opportunities so that students can look through the books in small groups. You can also make arrangements to take the class to a computer lab so they can look at the manual online (http://btg.com/volsrus). Have students write down any agencies that interest them. Have them contact the agencies and have their

contracts signed and turned in within two weeks of assigning the project. If a student would like to do his or her community service at an agency not listed in the directory. Consult the Standards for Registered Agencies provided in the attachments for this lesson.

5. Once students have turned in the contract and you have approved it, give them the Community Service Attendance Sheet. This is what they will use to keep track of their hours and must be turned in with the final projects. No credit should be given for hours not served at the contracted location. However, if there are problems with the original contracted agency, it is up to the teacher to decide whether or not to allow a change in community service agencies. Make sure the student gets a new contract signed and give them a new attendance sheet.

6. On the designated due date, have students give presentations. Encourage the students to ask each other questions about each other's service.

7. If a student is unable or unwilling to do community service, see the attached Alternative Project.

Assessment

1. Use the Oral Presentation or Visuals and Illustrations Rubrics to grade students' presentations.

2. This project should count for 25 percent of a Quarter Grade and could be broken down in the following manner:
   - Hours - 60 percent
   - Oral Presentation - 20 percent
   - Essay - 20 percent

Community Service
Student and Agency Contract

Name: _____ **Phone:** _____

High school: _____ **Teacher:** _____

School address: _____

Agency name: _____

Agency address: _____

Supervisor: _____ **Phone:** _____

Hours to begin: _____ **Hours to be completed:** _____

Duties to be performed with the agency:

_____

_____

As a student, I agree to complete the hours I have committed to. I will be: SENSITIVE, RELIABLE, DISCRETE, FLEXIBLE, MATURE and will take INITIATIVE. I will be responsible for the job that I do, and will keep a positive attitude.

As a representative of the agency working with the student, I will provide clear assignments, and will guide and teach the student as they are willing to learn, in order to make this a positive and rewarding experience.

We the undersigned, understand the responsibilities and commitment of this volunteer agreement.

_____ _____
Signature of Student Date

_____ _____
Signature of Agency Supervisor Date

Note: Fill out this form and return it to classroom teacher by assigned date.

Community Service
Student/Parent Permission

Student name: _____

Agency where student will volunteer: _____

Agency address: _____

Hours to begin: _____ **Hours to be completed:** _____

Number of hours contracted: _____

Schedule of community service: _____

STUDENT AGREEMENT: While participating in this work *outside of the regular school day*, I will maintain good conduct and appearance, and I will be responsible to the agency with which I am involved. I understand that I must arrange for my own transportation.

_____ _____
Student Signature Date

NOTE TO PARENTS: Community Service is a teacher-directed program. Students are asked to make a 15 hour minimum commitment to volunteer in a local agency. Care is taken to place students in a public or private agency that will supervise students in a meaningful activity. Placements are made according to students interest and practical considerations such as agency program times and student schedules.

PARENT AGREEMENT: I give my permission for _____ to participate in the community service program. I understand that my son/daughter must arrange for his/her own transportation.

_____ _____
Parent/Guardian Signature Date
(signature is required for all students)

NOTE: Fill out this form and return to classroom teacher by assigned date.

Community Service Presentation

Please follow these guidelines in preparing your community service presentation:

1. **Written Summary**

   You are to write a one to two page summary of your community service experience. You should include where you worked, your duties and some specific observations about the agency. Your paper should answer the following questions:

   - Why is this organization here in the first place? In other words, why isn't the government doing the work of this organization?
   - What is the purpose or the goals of the organization?
   - Where does the organization get most of its funding? How is it broken down?
   - What kind of work does the organization do? Do you consider it "worthwhile" work? Why or why not?
   - Does the organization's work enable it to reach its goals and/or achieve its purpose? Is so, how? If not, why?
   - Did the work you performed help the organization reach its goals? Why or why not?
   - Think of the big picture--the community. List three ways this organization contributes to the community.
   - Based on your community service experience, what was your contribution to the community?
   - What did you learn about service to the community and the role that non-profit, non-governmental agencies play in civic life?
   - Was your community service experience worth it? Why or Why not?

2. **Visual/Oral Presentation**

   You are required to present to the class an oral presentation of your community service experience. This presentation will be a detailed description of the work you did and your reflections on it and the concepts of community service in general. As part of this presentation, you need to prepare some type of visual. Typically, these have been posters, but use your creativity, use of video and technology are encouraged! Your visual can show you at work either through photos or drawings or it may include samples of the work you did.

3. **Attendance and Evaluation Form**

   Be sure Attendance and Evaluation Form clearly shows all hours worked and has been signed by your supervisor. Be sure your supervisor has filled out the evaluation at the bottom of the form or has written an evaluation and attached it to the form.

Community Service
Attendance and Evaluation Sheet

Student name: _____ **Phone:** _____

High school: _____ **Teacher:** _____

School address: _____

Agency: _____

Agency address: _____

Contact: _____ **Phone:** _____

Date	Hours Worked	Supervisor's Initials

Performance:	**RELIABILITY**	EXCELLENT	GOOD	AVERAGE	POOR
	INITIATIVE	EXCELLENT	GOOD	AVERAGE	POOR
	MATURITY	EXCELLENT	GOOD	AVERAGE	POOR
	FLEXIBILITY	EXCELLENT	GOOD	AVERAGE	POOR
	SENSITIVITY	EXCELLENT	GOOD	AVERAGE	POOR
	DISCRETION	EXCELLENT	GOOD	AVERAGE	POOR

Additional Comments:

Supervisor's Signature: _____

Community Service
Standards for Registered Agencies

Eligible agencies are those which fit into one of the following categories:

1. Private nonprofit agencies organized under Code 501(c)(3) of the Internal Revenue Service, and which are based in and/or serve the Fairfax County community at-large or special populations.

-OR-

2. Local, state or national **nonpartisan** government agencies which have programs based in and/or serving the Fairfax County community, including but not limited to human service agencies, parks, and libraries.

-OR-

3. Departments and programs of the Fairfax County Public School system, including but not limited to elementary, middle, and secondary schools, affiliated PTA's, and PTO's.

Ineligible Agencies include the following:

1. Partisan political campaigns.

2. Programs serving exclusively members of a particular religious congregation.

3. Membership and professional associations whose primary purpose is to enrich their members.

Exceptions include the following:

1. Programs within private for-profit facilities (day care or residential) serving the elderly or children, provided that the volunteers recruited are utilized in direct opportunities with clients rather than in administrative capacities.

2. Church-based programs providing direct service to the greater community at-large, such as food banks and community day care programs.

Community Service
Alternative Project
Student/Parent/Teacher Learning Agreement

NAME _____ **PERIOD** _____

1. Upon completion of this project, students will understand the value of community service and effective citizenship.

2. To meet the above learning objective, you have chosen to commit a minimum of fifteen hours **preparing for** and **conducting three interviews** and reading current materials. You may use other means of research, i.e., observation. After gathering information and evaluating it, you will write and submit a formal, documented, and clearly organized paper.

3. Organize your research and paper in the following format:
   a. Identify and define a specific problem or issue of human need in Fairfax County.
   b. Identify and describe solutions to that problem (minimum of two).
   c. Identify and describe potential consequences of each solution.
   d. Choose a solution, describe it in detail, and defend its rationale.
   e. Identify and describe resources for making your solution a reality.

You will select a specific issue and/or population having a specific need (i.e., housing for the working poor, health care for the elderly, transportation for teenagers, etc.).

Issue	**Population**	
___ health care	___ elderly	___ homeless
___ housing	___ preschool children	___ poor
___ public assistance	___ school-age children	___ mentally ill
___ recreation	___ teens	___ refugees
___ day care	___ mentally disabled	___ families
___ transportation	___ physically disabled	___ minorities
___ education	___ emotionally disturbed	___ working poor
___ substance abuse treatment	___ ex-offenders	___ veterans
___ other	___ other	

_____ _____ _____
Student Signature Parent Signature Date

_____
Teacher Signature

Community Service
Alternative Project
Interview Questions

Directions to student interviewer: Use the following questions as a basis for your interview of agencies dealing with your topic for the alternative project. Add questions as you feel they are appropriate.

1. What is the name of your agency and why does it exist?

2. When was it created and whom does it serve (number and needs)?

3. What have been some of the agency's successes? What is the agency's greatest frustration?

4. How do volunteers help this agency--in what capacity, to what extent?

5. What are the agency's long range goals?

6. What are the agency's funding sources--government, private, foundation, other? Does the agency have to lobby for funds--with whom? How are these funding sources impacted by political changes in local, state, and federal government?

7. How many paid employees are on staff?

8. In what ways does the agency interact with other agencies (government or private)?

9. Does the agency help people become more self-sufficient, or is its primary role that of assisting people who can't make it in the regular world?

10. Does the agency work directly with people who have a particular problem, or does the agency work on the cause of a particular need or problem, or both?

11. Is the scope of the agency's mission getting larger? Why or why not? What societal issues exist as factors in the continuing growth of the problem?

Project: Field Trip to Capitol Hill

Connection to POS: Topic 6--Skills for Participating in Civic Life Critical Thinking and Civic Virtue

Living and teaching in the national capital area provides Fairfax County Virginia/United States Government teachers with unique opportunities to tap into resources that are truly "local" yet national in scope and influence. With careful planning and organization, teachers can arrange a day long field trip to Capitol Hill that allows students to observe the inner-workings of the federal legislative branch first hand. This project describes the general procedures a teacher will need to plan a one-day field trip to Capitol Hill for a school's total Virginia/United States Government enrollment, or about 300 to 500 students.

Objectives

At the end of this project, students will be able to:

1. Describe the activities that take place on the floor of the House and the Senate. (4.6)
2. Analyze the effectiveness of committee hearings as a way for Members of Congress to gather information and conduct investigations. (4.8)
3. Identify major differences and similarities in the way the House of Representatives and the Senate conduct business. (4.7)
4. Identify the major buildings on Capitol Hill including the Supreme Court, the Capitol, House and Senate office buildings, and, locations within the Capitol Building such as the House and Senate chambers, Statuary Hall, the Rotunda, and so forth. (4.5)
5. Make judgments about the actions of public officials through first-hand observation. (6.7)

Time Needed

This field trip should be planned for one school day. Preplanning and organization should begin early and will take considerable time for the entire government team.

Materials

Sample handouts and other materials are included with this project description. Teachers are encouraged to adapt and use the attached materials and add their own as needed.

Procedures

1. The first step in planning a field trip to Capitol Hill is to choose a **date**. This should be done at the beginning of the school year so the trip gets on your school calendar and your government team can plan their year accordingly around the trip. Many factors need to be taken into consideration--school calendars, individual school and county policies as to when field trips can occur within a quarter, timing of the trip to fit within the curriculum, and the weather (fall or spring?). In addition, you need to remember to include all Virginia/United States Government students in your school including IB students taking Pre-IB Government, self-contained classrooms, and others. Most importantly is the congressional calendar--will Congress be in session when you are planning your trip? This information can be obtained from your representatives' office. This is a good time to make contact with someone in your representatives' office to help you plan the trip and to get your school on their calendar.

   Avoid taking your students to Capitol Hill on Mondays and Fridays as Congress usually reserves these days as travel days for members to take trips to and from their districts.

2. Once a date has been determined and approved by the school using the appropriate procedures, you can begin to put together the details of the trip. **Transportation** is a key

factor to consider almost immediately. Most schools will need to hire busses, and you may need to raise transportation funds. Check with your Finance Officer for the list of approved bus lines and call around for estimates. Before you make this call, you will need to know the date of the trip, the number of passengers (don't forget to add into your student count chaperons, teachers, and other invited guests!), and the length of time you will need the busses that day. Choose a company that fits your price range and availability. Bus rental can usually run between $300 and $400 per bus.

Car washes and the other usual fund raising strategies will need to be organized early so that funds are available on the date of your trip. Be sure to follow your individual school's procedures for conducting fund raisers. In addition, charging students a minimal fee ($5 to $7) can help to defray costs. Check with your Finance Officer on the proper procedures you need to follow for this type of fund raising.

3. Student permission forms are needed for insurance and liability purposes. Most schools have their own **field trip permission forms**. Be sure these are distributed to students and signatures are secured by the due date you established. In addition, it is a good idea to send a letter home with students to get parental permission for the trip, to explain the purpose and educational benefits of the trip, and to lobby for chaperons. A sample of this letter home is included with this project description.

4. **Chaperons** are the next order of business. Regardless if you plan on using parents, teachers, or a combination of both, begin lining up your chaperons early. Parents and teachers will need plenty of lead time to make work or substitute arrangements. The number of chaperons you need depends on how you wish to organize your trip. For example, you can divide your students into groups of 10 to 12 and assign a chaperon to each group. In some cases this can be as many as 30 to 40 chaperons. Remember to include this number in your bus passenger count.

5. Most members of Congress representing Fairfax County (congressional districts 8, 10, and 11) are eager to meet with their constituents. A **congressional meeting** is a major trip highlight for many students. Contact the scheduling secretary in your member's office to see if the member is available on the date of your trip. Also, be sure to arrange a photo with your students and your member of Congress. Usually these meetings take place on the House steps, in Statuary Hall, or, if you are lucky, on the House Floor.

   Your member's office can arrange for you to get **House Gallery passes** so that students can observe floor action first hand. Ask your contact at your member's office what you need to do to arrange these passes.

   In addition, separate arrangements will need to be made with one or both of Virginia's Senate delegation for congressional meetings and **Senate Gallery passes**.

6. Pull together materials to give to students for their trip. A few selections from a sample **field trip packet** is included with this project description. Use this as a model to create your own. A field trip packet *should* include, but is not limited to, the following:

   - Specific directions for students outlining when and where to check-in, dress and behavior, departure time and location, and so forth.
   - Maps of Capitol Hill, the Capitol Building, and the Supreme Court Building.
   - Details on where students can eat lunch. It is important to remind students that not all

cafeterias are opened to the public all the time. Also, for those students buying lunch on the Hill, remind them that they will be paying "Hill" prices--a hamburger and fries will cost as much $7.50!

- Assignments or any other specific activities students are to complete on the Hill.

Add more information that is appropriate for your trip to your packet. Field trip packet resources--such as maps, brochures, and other information--are available from the U.S. Congress. Call your member's office; someone there will be able to direct you to the right congressional office for these materials.

7. Chaperons will need to know their responsibilities as well. Include a separate **chaperon packet** outlining their duties for the day. A sample chaperon packet is included with this project description. Use this as a model to create your own. The chaperon packet should include a copy of the student packet as well as instructions for taking attendance, bus counts, and so on.

8. Determine student **bus assignments** before the trip, using either numbers or colors to designate busses. This is a good way to keep track of students when they board their busses at the end of the day and will avoid bus overcrowding. Make signs designating your school and bus number or color. This is important because the easiest pick-up point for *all* tour groups on Capitol Hill is the corner of 1st and East Capitol Streets, N.E., the same place you will likely choose for your pick up. This corner is usually very crowded. Signs that are clearly readable through a tinted bus windshield will help your students get on the right bus.

9. A few days before the trip, **review** the information in the packet with your students and answer any questions. At this time, students should know who is their chaperon, what bus they will be riding, and what their number group is if you have divided students into groups.

10. The day of the trip, make copies of the **committee calendars** found in both the *Washington Post* and the *Washington Times*. These calendars list committee hearings and other important Hill events scheduled for that day. Also, if the Supreme Court is in session, a Supreme Court calendar is usually available on the same page listing the order of oral arguments the Court will hear that day. These copies can be distributed to chaperons or students before they board the busses.

11. **Enjoy** the Hill!

Assessment

1. Field trip assessment can take many forms. A good way to start is with a general student discussion of impressions they had of the Hill, the Court, and the sights. Ask students to reflect on what they saw and heard and how that compares with their understanding of the workings of the legislative branch based on what they read in their textbooks.

2. Students can write an essay in class on the following question:

> Based on your field trip experience, provide three examples you witnessed of "how Washington really works." Do these examples increase or decrease your respect for the legislative branch. Explain why.

Use an adapted version of the Thesis-based Essay Rubric to grade this essay.

Field Trip Do's and Don'ts

1. **Do** make this a team effort. There is a lot of work to be done with the planning and organization of this trip. The work will go easier if it is spread around.

2. **Don't** wait until the last minute to plan this trip. Start early and stay on top of it!

3. **Do** rely on parents, fellow faculty members, and community members to help with everything from fund raising and planning to chaperoning. Now is the time to cash in on all those favors!

4. **Do** remember to write thank you notes to chaperons, faculty, and especially members of Congress.

5. **Don't** instruct students to enter the Capitol Building via the main entrance on the East Front up the Rotunda steps. A public entrance is found *below* these steps and is usually free of tourist traffic.

6. **Do** talk up the trip to build enthusiasm and excitement among your students.

7. **Don't** forget to leave alternative assignments and to make arrangements for students not planning to attend the field trip or who are absent the day of the trip.

8. **Do** encourage students to explore the tunnels and sub-basements of the Capitol Building and to take the Capitol Subway for quick trips between the Capitol and House and Senate office buildings.

9. **Do** remind students and chaperons to wear comfortable shoes. They'll be doing a lot of walking!

FAIRFAX COUNTY
PUBLIC SCHOOLS

Mount Vernon High School
8515 Old Mount Vernon Road
Alexandria, Virginia 22309

February 1998

Dear Parents of MVHS Government Students:

On March 17 all MVHS government students will take a field trip to Capitol Hill. This trip is an essential component of the government curriculum. This is the day they get to see in action what we have been reading and talking about all year. Students will have an opportunity to tour the Capitol Building, see committee hearings, sit in on the Supreme Court, and observe the House and Senate during floor debate. In addition, we are currently scheduling meetings with Congressman Jim Moran and Senators John Warner and Chuck Robb. It will be an exciting day!

Our fall car wash helped to defray some of the cost of the trip. However, since we are using charter buses, we still need to raise enough money to cover transportation costs. We are asking that each student join our Political Awareness Club (PAC) with a dues fee of $5.00. This money will be used to pay for the buses.

On the day of the field trip, please make sure your child wears comfortable shoes and neat clothes. Also, watch the weather forecast and be prepared for whatever the day might bring (i.e., umbrellas, warm coat, etc.) For lunch, students may bring their own or approximately $7.00 to buy lunch at one the many cafeterias or snack bars on the Hill.

After reviewing this letter, please sign the permission slip below. All students **must** return a signed permission slip no later than Tuesday **March 10, 1998**. Students without a signed permission slip are not be eligible to attend this field trip. Thank you for help.

Would you like to join us as a chaperon? We need lots of help this year! All adults will have a group of students to take around the Hill for the day. Adult should report to the MVHS' cafeteria by 7:25 a.m. on Tuesday, March 17. We will be back at school by 2:00 p.m. If you would like to join us, please check off the appropriate area below on the permission slip.

Sincerely,
Cathy Ruffing Tim Sturgeon David Zack

****

My son/daughter _____ has my permission to attend the MVHS government field trip to Capitol Hill on Tuesday, March 17, 1998. He/she will bring lunch or money to buy it.

_____
Parent Signature Date

I would like to chaperon the field trip:

NAME:_____
PHONE: (work) _____ (home) _____

Directions for Capitol Hill Field Trip

1. **Check-In.** We will meet in the theater at 7:25 a.m. Go to your group and check in with your chaperon. DO NOT leave your group after you check in. DO NOT be late or you will be left behind.

2. **Name Tags.** You must stay with your group and wear your name tag during the entire day. Your name tag will make it easier to get into certain places like committee hearings. Your name tag will also designate which bus you will ride.

3. **Security.** Remember that you will be entering government buildings and must pass through metal detectors. Bags, purses, camera cases, and other belongings will be checked. Ladies: DO NOT bring Mace of any kind in your purse or on your person--it is against the law in Washington, D.C.

4. **Lines.** The tourist season has begun. You may encounter long lines to get into certain buildings or areas.

5. **Lunch.** You may have lunch at the cafeteria of your choice with your group. Each building on the Hill has at least one cafeteria. The choices are listed on the attached sheets. Please note the times that some cafeterias are open to the public and plan accordingly.

6. **Committee Hearings.** Your chaperon has the list of committee hearings for today. The location and times are given for each hearing. You may go in while the committee is meeting and leave before the hearing is over. PLEASE NOTE that there is NO talking or eating in the committee room. Remember from Model Congress that this is where most of the work of Congress takes place. The people at the head table are the Members of Congress and those behind them are staffers. You can go to either House or Senate committee hearings.

7. **Pick-up Times.** Everyone needs to be back at the bus pick-up area at **1:30 p.m.** The busses will pick-up at the corner of First and East Capitol Streets, right across from the Supreme Court Building. Be sure that you are on time as the busses can only wait a few minutes. The actual bus may be different so be sure to look for the Mount Vernon bus number sign.

8. **Congressional Meetings.** We will be meeting with **Representative Jim Moran at 9:45 a.m.** on the House Steps, located at the east front of the Capitol. This is a chance for you to ask your member of Congress a question, so have one ready.

9. **Everyone <u>MUST</u>:**
   - tour the Capitol Rotunda
   - attend at least one committee hearing
   - tour the Supreme Court and try to sit in on the session
   - observe the House and Senate galleries
   - find the original Supreme Court chamber
   - find either the House or Senate Document Room and pick up a copy of a bill
   - explore Capitol Hill and be able to share impressions with colleagues

10. **Everyone <u>MAY</u>:**
    - find the office of the Member of Congress you represented in Model Congress
    - ride the subway between the Capitol and the congressional office buildings
    - visit the offices of Congressman Moran and Senator's Chuck Robb and John Warner

11. **Warning.** Anyone leaving Capitol Hill (this includes going to Union Station for lunch) will automatically fail Government for the Third Quarter. No exceptions!

Capitol Hill Field Trip - March 17, 1998
Chaperon Instructions

Dear Chaperon:

First, thank you for agreeing to help us today! We are aware that without your help, this trip would not be possible. We are also aware that you are very busy and that some of you have taken the day off work to join us. We hope that the following information and suggestions will make this an exciting and informative day.

1. Please take **attendance** for the group on one of the enclosed group lists. Please see the instructions included in the packet.

2. Please pass out the **packets** to the students in your group.

3. You will find "peel-off" **name tags** in your folder. Have each student write their name, group number, and bus number on the name tag. You may have to inform students of their bus and group numbers found on the group lists. Please make sure that all students make and wear a name tag as wearing one will make entrance to the galleries and other places easier.

4. The students are to stay with you **for the entire day**. Students have been told that they will fail government for the Third Quarter if they leave the Hill. Please help us enforce this rule.

5. The student packets have instructions for what they are to do, but the primary goal is to see as much as possible. Check with your group while we are getting organized and come up with a **game plan** before you get on the bus. Keep a student packet for yourself and be sure you are including what they are required to do (Everyone MUST...) in your plans. In general, your plans should include:

   - visiting the House and Senate galleries (see number 6),
   - attending a committee hearing (see number 7),
   - visiting the Supreme Court (see number 7),
   - seeing Congressman Moran at 9:45 a.m. (see number 8),
   - exploring the Capitol Building, and, of course,
   - what you are going to do for **lunch**. Be sure to check the **cafeteria** hours and keep that in mind as you plan the day. Lunch should be in a Hill cafeteria--no one is to leave the Hill to go to outside restaurants.

6. We have group passes from Sen. Robb's office for the **Senate gallery**. You have a copy of one of these passes. Theses passes designate a specific time and number of students; however, in the past these limitations have not been a problem. Just show the pass to gallery guards if they ask. Rep. Moran has written to the House Doorkeeper and your group should be admitted to the **House gallery** with no problem as well. Again, a copy of that letter is included in your folder.

7. A schedule of **committee hearings** and the **Supreme Court** calendar is included in your folder. Review the choices you have and ask students which hearings they may be interested in and plan your day around that hearing. If students are engrossed in an interesting committee hearing or want to take on the long line to actually sit in on the Supreme Court, be flexible. We want this day to be meaningful to them and not just a day to jump through assigned hoops.

8. We will meet **Congressman Jim Moran** at 9:45 a.m. on the House steps, located at the east front of the Capitol. This is a chance for students to meet their Congressman. He usually likes to take the time and talk to the students so you might want to prepare them to be thinking of a question they would want to ask him. If it is raining, the meeting will take place in Statuary Hall (also known as the Old House Chamber) in the Capitol.

9. We all meet back at the corner of **First and East Capitol Streets** at 1:30 p.m. to load the busses and return to MVHS. Please be on time (we suggest arriving around 1:20 at the latest) as this is a very busy corner and the busses can only wait a few minutes. Look for the correct numbered bus; that is, the MVHS sign in the window, as the bus may be different from the one you rode in on.

Thank you again for joining us today.

Enjoy!

Ms. Ruffing, Mr. Sturgeon, Mr. Zack, Mr. Henderson

Attendance Notice

Please take roll for your group using one of the group lists and mark any students who are not here by writing "absent" next to their name. If your entire group is here, write "present" across the top of the sheet. When you are done, have a student bring the roll sheet to their teacher.

Additional group lists are in your folder for you to keep track of your group during the day.

Please do a quick roll check when we first get on the bus to be sure we have everyone. The MOST important check is when your group gets on the bus at the end of the day. We will only have a few minutes (less than two) to verify that everyone is there and on the right bus. Let teachers know that all of your group is present before the bus pulls away.

THANK YOU!

Fairfax Framework for Student Success

Fairfax County Public Schools, 1996

Standards for Social Studies (History/Civics)

SOCIAL STUDIES (HISTORY/CIVICS)

The study of history and civics provides understanding of ourselves in our society. Without study in both history and civics, we share no common memory of where we have been, of what our core values and traditions are, or of what past decisions account for present circumstances. A study of history and civics equips students to act responsibly within our community, state, and nation, and provides students with a sense of identity that illuminates their own time and place in the human story. History furnishes a wide range of models and alternatives for making political choices in a complex world. Civics fosters the development of analytical skills, personal integrity and ethical behavior that enable students to become active and intelligent citizens in a participatory democracy. An historical understanding of our political vision is central to the preservation of liberty, equality, and justice in our pluralistic society. The history/civics instructional program in Fairfax County Public Schools will enable every student to:

- **Acquire historical knowledge and understanding that result from a comprehensive study of:**

  American history—Students will know major ideas and principles, documents and events contributing to the growth and development of the United States and Virginia. They will recognize the importance of key individuals in United States history and the significance of their actions and personal character. They will know the origin, evolution, and impact of the political, religious, economic, cultural, and social ideas that have shaped our institutions.

  World history—Students will develop an historical perspective on the contemporary world. They will be familiar with the causes and conditions of non-Western historical events, periods, and movements in world history and will understand the social, cultural, political, and economic interactions of peoples and cultures over time and place. They will recognize that a core of enduring human concerns is shared by all peoples.

  Western civilization—Students will know and recognize the major principles, documents, people, places and events of Western civilization. They will be able to explain the significance and influence of Western traditions in our society.

- **Conduct inquiries and research—gathering, analyzing, interpreting, and communicating facts associated with themes, movements, and general principles operating in history and civics.**

  By reading and discussing both widely and critically, students will learn the difference between fact and conjecture, between the important and the inconsequential, and between evidence and assertion. They will learn research tools and techniques, and use them to explore issues, explain cause and effect relationships, recognize multiple perspectives and biases, develop sound generalizations, draw conclusions, and support those generalizations and conclusions with convincing evidence. Students will also learn the importance of establishing accuracy, completeness, and reliability of data.

- **Know, understand, and explain the importance of the political and civic beliefs, values, and principles that support and maintain American constitutional democracy; and understand the workings of their own and other political systems.**

  Students will know the traditions shaping American political thought, including individual dignity and rights, the rule of law, equality of opportunity, participatory government, popular sovereignty, justice, and the right to dissent, which are fundamental to American democracy. They will discuss the distinctively American

tensions between liberty and equality, liberty and order, and individualism and civic virtue; and they will describe and explain how the government established by the Constitution and the Bill of Rights embodies both the principles and purposes of American democracy. Students will also identify and explain the organization and major responsibilities of their state and local governments. Finally, students will recognize and explain governmental systems of representative countries of the world.

- **Identify and understand rights and responsibilities as citizens of the United States.**

  Students will recognize that each citizen is a full and equal member of a self-governing community endowed with certain fundamental rights and entrusted with certain responsibilities. To form an adequate context for judging public issues, students will evaluate and defend positions about issues involving personal, political, and economic rights. Students will understand that democracy requires responsible self-government, responsible personal economics, personal integrity, ethical behavior, and the thoughtful and effective participation of citizens in public affairs.

- **Apply knowledge of history and civics to make decisions and solve problems.**

  The study of history and civics will enable students to think and judge evidence responsibly, independently, imaginatively, and creatively. Students will develop reasoning skills based upon the critical examination of evidence and careful consideration of facts and hypotheses. Students will become knowledgeable about the nation's history, institutions, and shared civic beliefs and values, and will bring important historical and civic perspectives to the tasks of comprehending and judging intelligently policy issues confronting their communities, the nation, and the world.

Implications

Existing Program of Studies. Social studies are required in grades K-8. Primary students are introduced to American traditions, leaders, and historical events through the examination of holidays, national celebrations, and current events. The concept of "good citizen" is introduced in the primary grades as well. Students begin a formal study of world communities in the 3rd grade, Virginia history in the 4th grade and world cultures in the 5th grade. The middle school program focuses on a study of American history in 6th and 7th grades and citizenship studies in the 8th grade. Three Social Studies credits are required in high school: World Studies I (9th grade) which focuses on Western civilization, U. S. History (11th grade), and U. S. Government (12th grade).

Changes in Curriculum and Instruction. To strengthen the program and ensure that the Framework goals are met, the Program of Studies for the elementary grades, particularly grades 1-3, should be revised to include earlier study of history and civics. The structure, scope and sequence in K-12 needs to be examined to add and better balance content as needed. In particular, world history needs to be strengthened at the elementary level. The Council recommends the establishment of a Social Studies Task Force to examine these issues.

Major Implementation Issues and Cost Elements. Curriculum revision and development will be required. New benchmarks and assessments will be needed. And staff development will be required to help teachers enable their students to develop the skills and competencies called for in this Framework.

Virginia History and Social Studies Standards of Learning

Virginia Department of Education, 1995

Grade Twelve: United States and Virginia Government

Grade Twelve
United States and Virginia Government

The standards for the study of United States and Virginia government will ensure that graduates of Virginia's public schools understand the origins and workings of the American and Virginia political systems. The standards require that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy.

12.1 The student will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.

12.2 The student will identify examples of fundamental American political principles contained in the Virginia Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, and will compare them to principles of government and law developed by leading European political thinkers such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.

12.3 The student will analyze the amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.

12.4 The student will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, with emphasis on basic freedoms, due process, equal protection of the law, and government powers, and will analyze the historical trends and contemporary patterns of United States Supreme Court decisions.

12.5 The student will identify and explain fundamental concepts of democracy, with emphasis placed on equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.

12.6 The student will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between

- majority rule and minority rights;
- individual rights and the public interest;
- levels of taxation and the expectation of public services; and
- state and national authority in a federal system.

12.7 The student will analyze and compare national and state governments, with emphasis on

- the structures, functions, and authority of each;
- the principles of federalism, separation of powers, and checks and balances;
- the extent to which power is shared rather than divided or separated; and
- procedures for constitutional amendment.

12.8 The student will explain how United States and Virginia legislative, executive, and judicial institutions make public policy, in terms of
- legislation, regulations, executive orders, and judicial review;
- constitutional requirements and institutional procedures; and
- specific policies related to foreign affairs, civil rights, and economics and the budget.

12.9 The student will identify and distinguish among the units of local governments in Virginia, including counties, cities, towns, and regional authorities and will analyze a local public issue.

12.10 The student will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.

12.11 The student will describe campaigns for national, state, and local elective office, including
- the nominating process;
- campaign funding and spending;
- the influence of media coverage, campaign advertising, and public opinion polls;
- demographic causes and political effects of reapportionment and redistricting;
- voter turnout and the constituencies of the major political parties; and
- the Electoral College.

12.12 The student will explain the rights, responsibilities, and benefits of citizenship in the United States and Virginia.

12.13 The student will develop the skills needed for informed participation in public affairs by
- analyzing public issues;
- evaluating candidates for public office;
- evaluating the performance of public officials; and
- communicating with public officials.

12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of
- the structures and powers of political institutions;
- the rights and powers of the governed including grass roots citizen movements;
- economic goals and institutions and the role of government in the economy;
- the relationships between economic freedom and political freedom; and
- the allocation of resources and its impact on productivity.

12.15 The student will analyze the United States market economy, in terms of
- labor, capital, and natural resources;
- the interaction of supply and demand in markets;
- the role of private ownership, private enterprise, and profits;
- the relationships of households, firms, and government;
- labor/management relationships; and
- relationships to the global economy.

12.16 The student will analyze the role of government in the United States economy, with emphasis on
- monetary and fiscal policies;
- interstate commerce and international trade policies;
- providing favorable conditions for markets;
- providing public goods and services;
- protecting the environment; and
- promoting economic growth.

12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.

12.18 The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

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Fairfax County Public Schools

Regulation 4426

Schools and Employees Political Activities

PERSONNEL SERVICES

Duties, Responsibilities, and Rights of Employees

Schools and Employee Political Activities

This regulation supersedes Policy 4330.1.

I. - PURPOSE

To provide guidelines regarding employee political activities.

II. GUIDELINES

A. All employees shall be encouraged to exercise their constitutional rights as citizens, but they shall not involve their schools in political campaigns.

B. Campaign literature supporting one or more candidates shall not be distributed within the schools or on school buses by pupils, teachers, or others; nor shall campaign posters be displayed at or within the schools. (Customary community political activities, however, may be expected on election days at schools when schools are used as polling places.)

C. Employees shall not poll their pupils to determine how their parents are voting on any issue, and shall not attempt to indoctrinate pupils with personal political and social philosophy; however, employees are not prohibited from political activity after hours of official employment.

III. PROBLEMS

Problems concerning the political activity of an employee shall be reported and discussed in a conference between the employee and the assistant superintendent for personnel services.

Fairfax County Public Schools

Regulation 3009.3

Challenged Materials

CURRICULUM AND INSTRUCTION

Instructional Materials and Equipment

Challenged Materials

This regulation supersedes Regulation 3009.2.

I. PURPOSE

To establish the procedure for reviewing challenges of instructional materials that have been selected according to the latest revisions of Policy 3003 and Regulations 3101 and 3005.

II. OVERVIEW

A. Right to Challenge

Instructional materials, whether basal, supplemental, or library materials, may be challenged by any group or individual either residing in Fairfax County or working for Fairfax County Public Schools. Citizens who are concerned shall be apprised of the procedures for challenging materials.

B. Definitions

- Basal materials - Materials required for use by all students in specific programs and approved through a formal process.
- Supplemental materials - All print and nonprint materials used in classrooms, other than basal materials, including electronic media and classroom collections.
- Library materials - Any book, periodical, or nonprint item inventoried by the library media center.
- Challenge - A request by an individual or group to restrict use of or withdraw from use any of the above materials.

C. Process

No challenged material in a library or classroom selected according to procedures described in the latest version of Regulations 3003, 3005, and 3101 shall be expurgated or withdrawn from use with students without following the guidelines outlined in this regulation. Schools shall have staff development sessions as needed on intellectual freedom issues as they relate to the First Amendment. Principals shall have staff development sessions as needed on intellectual freedom issues as they relate to the First Amendment.

D. **Responsibility for Review and Appeal of Challenges**

The following schools and offices have responsibility for the review of challenged materials (see chart in the attachment):

- Local School:
  a. for materials selected from county-approved supplemental lists
  b. for materials approved by the local school
  c. for library materials (see section III.).
- Central Office:
  a. for materials adopted by the School Board
  b. for county-approved basal materials
  c. for any challenges requesting removal of basal, supplemental, or library materials from all county schools (see section IV.).
- Area Office: for appeal of decisions made at the local school. (see section V.)
- School Board: for appeal of decisions from either area or central offices. (see section VI.)

E. **Review Committee**

In each elementary and secondary school, the principal shall establish a standing review committee representative of the school community to include at least one administrator, two teachers, and two parents to review any complaint about instructional materials. At the high school level, two students shall be included. The names of the committee members shall be forwarded by principals to their appropriate area superintendents in September of each year.

III. LOCAL SCHOOL LEVEL

A. **Procedure**

All complaints shall include the name of the complainant and the title of the material in question.

B. **Conference With Principal**

The principal shall have a conference with the complainant. Prior to this conference, the principal shall gather background information regarding the original rationale for inclusion of this material. The conference shall be held with the principal, the librarian or teacher using the material, and the complainant to discuss the purpose and the use of materials (basal, supplemental, or library).

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If the principal is the complainant, the challenge moves automatically to the area office (see section V.).

C. Parental Choice

After the conference with the principal, if the complainant requests the material be withdrawn from use with his or her child, the principal may honor the request if he or she determines that the substitution of other instructional material is appropriate. Parents desiring to restrict access to library materials for their own children must assume this responsibility.

D. Formal Challenge

If the complainant desires further action, the principal shall provide the form "Request for Reconsideration of Instructional Material" (Attachment) for the complainant to complete and return to the principal. Receiving the completed form constitutes a formal challenge.

E. Action of Principal

Upon receipt of the completed form, the principal shall take action to assure that the challenged material is reviewed according to this regulation. If the material is adopted material or county-approved basal material, or if the complainant is requesting removal of the material from all schools, the form shall be sent to the appropriate assistant superintendent at the central level (section IV.). For local challenges of library materials, materials selected from county-approved supplemental lists, or materials approved by the local school, the complaint shall be sent to the school's standing review committee.

The principal shall, in writing, notify the area superintendent, the appropriate assistant superintendent, and the Division Superintendent of the complaint.

F. Action of Review Committee

The committee shall:

1. Review completed form (Attachment) "Request for Reconsideration of Instructional Material."

2. Study thoroughly the material in question, checking recommended materials lists and other authoritative sources such as professional reviews.

3. Provide an opportunity for the instructional personnel involved to discuss with the committee the use of the material.

4. Determine whether the material meets established Fairfax County Public Schools Program of Studies objectives.

5. Give the complainant the option of appearing before the committee to discuss the concern. The complainant shall not be a member of the committee.

6. Write recommendations regarding continued use of the material and report to the principal.

The principal shall:

1. Inform involved instructional personnel of the committee's recommendations.

2. Write a letter of response to the complainant within forty working days of receiving the completed attachment of this regulation. The letter should reflect the committee's recommendation and the principal's decision with regard to continued use of the material.

3. Forward copies of the letter of response, the complainant's "Request for Reconsideration of Instructional Materials," and the committee's written recommendations to the area superintendent and to the appropriate assistant superintendent.

G. **Appeal Procedure**

The complainant may appeal the decision within ten working days of receiving the written response with the principal's decision on the material. The principal shall:

1. Outline to the complainant the procedure for review of the materials. (section IV. or V., whichever is appropriate)

2. Give the name and telephone number of the area superintendent or the assistant superintendent.

3. Forward the complainant's challenge forms and principal's response to the appropriate office.

IV. CENTRAL OFFICE LEVEL FOR ADOPTED MATERIALS, FOR COUNTY-APPROVED BASAL MATERIALS, OR FOR CHALLENGES INVOLVING COUNTYWIDE REMOVAL OF MATERIALS.

A. Action by Review Committee

The appropriate assistant superintendent shall refer a challenged material appeal to the director of the office responsible for the program involving the challenged material. The director may delegate the challenge to a program coordinator or a curriculum specialist to chair an ad hoc review committee that has countywide representation. The membership of the committee for the elementary and middle school levels shall consist of one principal, two teachers, a human relations representative, and three parents. At the high school level, the committee shall be composed of one principal, two teachers, a human relations representative, three parents, and two students. At least one of the teachers shall be from the program involved. The principal and the teachers shall be named to this committee by the area superintendent; the students shall be named by the president of the Fairfax County Student Advisory Council; the Office of Human Relations shall appoint the human relations representative; the president of the County Council of PTAs shall name the parents to serve on the committee. The committee shall:

1. Study the written recommendations and thoroughly reexamine the materials in question.

2. Check general acceptance of the material by reading reviews and consulting authoritative lists; investigate use in other Fairfax County schools and in other school systems.

3. Invite the complainant to appear before the committee to explain the concerns. If the complainant does not appear before the committee after being given a reasonable opportunity to do so, the committee shall discontinue its review of the material.

4. Provide an opportunity for the involved instructional staff member(s) to appear before the committee.

5. Base its evaluation of material on total Program of Studies objectives, using established Fairfax County Public Schools selection criteria.

6. Prepare a report of recommendations and forward this report to the appropriate assistant superintendent.

B. Response to Challenge

The assistant superintendent shall review the committee's report and prepare a letter of response to the complainant within forty working

days of receiving the completed attachment of this regulation. The letter should reflect the committee's recommendations and the assistant superintendent's decision. Copies of the letter and of the committee's report shall be sent to the principal, the director of media services, the area superintendents, and the Division Superintendent.

C. Appeal Procedure

The complainant may appeal the decision within ten working days of receiving the written response with the assistant superintendent's decision on the material. An appeal of the decision shall be addressed to the School Board and submitted to the Division Superintendent, who will forward it to the School Board with a recommendation. The complainant shall be provided with the phone number of the Division Superintendent's Office.

V. AREA OFFICE LEVEL FOR APPEAL OF SCHOOL DECISIONS

A. Action by Review Committee

The area superintendent shall refer a challenged material appeal to the appropriate area program director responsible for the level (elementary or secondary) of the challenged material. The director may delegate the challenge to a program coordinator to chair an ad hoc review committee. The membership of the committee shall be selected in the manner described under section IV.A. In addition, a program coordinator or curriculum specialist from the central office shall be included on the committee. This committee shall:

1. Study the written recommendations from the local school and thoroughly reexamine the materials in question.

2. Check general acceptance of the material by reading reviews and consulting authoritative lists; investigate use in other Fairfax County schools and in other school systems.

3. Invite the complainant to appear before the committee to explain the concerns. If the complainant does not appear before the committee after being given a reasonable opportunity to do so, the committee shall discontinue its review of the material.

4. Provide an opportunity for the involved instructional staff member(s) to appear before the committee.

5. Base its evaluation of material on total Program of Studies objectives, using established Fairfax County Public Schools selection criteria.

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6. Prepare a report of recommendations and forward this report to the area superintendent.

B. **Response to Challenge**

The area superintendent shall review the committee's report and prepare a letter of response to the complainant within forty working days of receiving a written appeal of the school's decision. The letter from the area office should reflect the committee's recommendations and the area superintendent's decision. Copies of the letter and the committee's report shall be sent to the principal, the appropriate assistant superintendent, and the Division Superintendent.

C. **Appeal Procedure**

The complainant may appeal the decision within ten working days of receiving the written response with the area superintendent's decision on the material. An appeal of the decision shall be addressed to the School Board and submitted to the Division Superintendent, who will forward it to the School Board with a recommendation. The complainant shall be provided with the phone number of the Division Superintendent's Office.

VI. **SCHOOL BOARD**

A. **Response to Challenge**

1. The Division Superintendent shall review all the documents related to the challenge and forward recommendations to the School Board.

2. The chairman of the School Board shall determine the review and/or hearing process to be employed by the Board in each case, which may be limited to reviewing the documents related to the challenges.

3. The decision of the School Board shall be sent to the complainant within forty working days of receiving a written appeal of the decision at the area or central office. Copies shall be provided to all schools and offices involved in the challenge.

B. **Appeal Procedure**

The decision of the School Board is final regarding challenged materials. Reconsideration of materials already reviewed by the School Board shall be at the discretion of the Board.

VII. DISPOSAL OF MATERIALS

When a challenge by the complainant has been upheld, the appropriate program manager(s) shall collect, inventory, and package the unsuitable materials. The program manager(s) shall submit an INV-10 to the director of supply operations for pickup. A statement shall be placed on the INV-10, "Challenged material--dispose of as excess." The director of supply services shall report the materials as excess for disposal or as salvage for resale, whichever is to the best advantage of Fairfax County Public Schools. Materials removed at a central level (section IV. or VII.) shall not be made available to any schools in the county.

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Attachments

Attachment
Regulation 3009.3

FAIRFAX COUNTY PUBLIC SCHOOLS
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Author _____

Title _____ Type of Material _____

Request Initiated by _____ Telephone _____

_____ _____ _____
Address City Zip Code

Complainant Represents:

_____ Self

_____ Organization or Group Name: _____

1. Have you been able to discuss this material with school staff who ordered it or who use it?

_____ Yes _____ No

2. Does the general purpose for the use of the material, as described by the school staff, seem a suitable one to you?

_____ Yes _____ No

If not, please explain. (Please feel free to attach additional information related to the material.) _____

_____

3. Please cite page numbers and specific information in the material to support your objections. _____

_____

_____

4. What would you like your library or school to do about this material?

_____ Do not assign it to my child.

_____ The school should reevaluate the challenged material.

_____ Other--Please explain. _____

5. Are there other materials of the same subject and format that you would suggest for consideration? _____

_____

Signature _____ Date _____

Fairfax County Public Schools

Regulation 3005.3

Supplemental Instructional Materials:

Identification, Evaluation, Approval, and Purchase or Rental

Regulation 3005.3
Instructional Services
October 3, 1994

CURRICULUM AND INSTRUCTION

Instructional Materials and Equipment

Supplemental Instructional Materials--Identification, Evaluation, Approval, and Purchase or Rental

This regulation supersedes Regulation 3005.2.

I. PURPOSE

To establish the procedure for the identification, evaluation, and approval for purchase or rental of supplemental instructional materials, including electronic media.

II. DEFINITIONS

A. **Supplemental instructional materials** - All print and nonprint materials used in classrooms, other than basal materials, including electronic media and classroom collections.

Electronic media - Any computer software and optical or laser technology that is not basal material.

Classroom collections - Collections of books from which students self-select independent reading.

Note: Regulation 3101 governs the approval of library materials defined as any book, periodical, or nonprint item inventoried by the library media center.

Policy 3003.1 governs the approval process of basal materials defined as instructional materials required for use by all students in specific programs and approved through a formal process.

B. **Instructional Resources Database (IRD)** and **Selected Educational Resources Viewed and Evaluated (SERVE)** - IRD consists of all educational and instructional resources inventoried by libraries in schools and offices. SERVE is a database of computer software that has been previewed and evaluated by FCPS teachers and curriculum specialists. Both of these databases reside on the INLEX system.

III. SUPPLEMENTAL INSTRUCTIONAL MATERIALS

A. Action by Departmental Offices

The actions described in this section shall be undertaken independently, in their respective areas of responsibility, by appropriate offices in each department.

1. Each office may approve and add materials to the INLEX database by action of the director, subsequent to the following actions:

   a. Curriculum specialists or curriculum review committees, under the direction of the curriculum coordinator for the subject area, evaluate each item using the appropriate approval form, Attachment B, and recommend that the item be added to the INLEX database.

   b. A director authorizes materials for addition to the INLEX database upon completion of III.A.1.a. above, by submitting a completed and signed copy of Attachment B to the Office of Media Services.

2. Each office may delete materials from the INLEX database by action of the director, communicated by memo to the Office of Media Services.

3. Each office, in coordination with the Office of Media Services, shall maintain a listing of approved titles of books, electronic media, and other instructional materials in the INLEX database.

B. Action by Schools

Local Schools may approve supplemental instructional materials by taking the following actions:

1. Supplemental instructional materials, except for electronic media, that support the Program of Studies shall be approved by program managers and school administrators according to "Guidelines for School-Based Selection of Supplemental Materials," (Attachment A).

2. Schools shall request approval of electronic media not listed in the INLEX database through the review and approval process by the appropriate department.

   a. Electronic media purchased prior to the effective date of this regulation, even though not officially approved, shall be grandfathered for use in the schools until July 1, 1995, at which point it must be submitted for approval at the central level or dropped from use.

b. Each department shall publish updated lists of approved electronic media at regular intervals during the year.

3. Video programs not listed in the INLEX database--whether rented, purchased, taped, or received live--must be approved for use in classrooms by the school's program manager according to "Guidelines for School-Based Selection of Supplemental Instructional Materials" (Attachment A).

4. Any materials approved at the local school level must be reviewed in relation to FCPS Regulations 3011 (women and minorities) and 3280 (controversial issues).

C. **Action by Office of Media Services**

1. Maintains the Library Information Management (LIMS) database with current titles available for purchase by school libraries and processes orders for titles as requested by schools. OMS maintains a central instructional resources database (INLEX) of all materials inventoried by library and/or media specialists.

2. Processes input documents for basal and supplemental materials (Attachment B) for inclusion in the INLEX database.

3. Produces electronic media in cooperation with other departments to support the instructional program.

4. Purchases video programming from recommended titles and maintains a central media library of these items for loan, duplication, and downloading to schools.

Attachments

Attachment A
Regulation 3005.3

Guidelines for School-Based Selection of Supplemental Instructional Materials

These guidelines should be used for any materials purchased, rented, or taped off the air for use in the instructional program.

A. Supplemental Instructional Materials Review Committee

In each elementary and secondary school, the principal shall establish a standing supplemental instructional materials review committee. This committee shall include the principal or principal-designee and a minimum of two classroom teachers to review supplemental instructional materials. The librarian and/or reading teacher may be considered for additional membership on the committee. The names of the committee members shall be forwarded by the principal to the appropriate area superintendent in September of each year.

B. Guidelines For Review of Materials

After reviewing the recommended materials, the committee shall provide the principal with documentation as to how well any material selected meets the following criteria:

1. complies with the Program of Studies
2. presents accurate content clearly and logically
3. avoids stereotyping
4. promotes concepts of equality and equity
5. presents pluralistic view
6. is free of prejudice regarding race, gender, age, religion, and national origin
7. is developmentally appropriate

C. Additional Guidelines Regarding the Approval and Use of Video Programming:

1. Programs produced primarily for the entertainment market should be used with discretion. R-rated programs should not be used, and PG-13 should be used only at the high school level.

2. Approval of feature-length films should be carefully considered in light of the amount of instructional time that would be used for these programs.

3. Copyright restrictions should be strictly followed as outlined in Regulation 1425. A copyright brochure and a videotape are available from the Office of Media Services for inservice workshops with new teachers.

4. School librarians can support program managers in the decision-making process by providing professional reviews of video programs. Resources are located at the Office of Media Services and at the Professional Library.

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Attachment B
Regulation 3005.3

FAIRFAX COUNTY PUBLIC SCHOOLS
Input Document for County Approved Basal and Supplemental Instructional Materials

Department of Origin: _____ Communications _____ DIS _____ DSSE

Title _____
(Use reverse side for subtitles or components.)

Curriculum Area _____ Grade Level: _____

Publisher or Vendor _____ Copyright Date _____

Address _____

Cost of Material _____ ISBN or Catalog No. _____

Basal _____ Recommended Supplemental _____

Circle the appropriate word or words to describe the material.

answer key	cassette	magazine	CD-ROM	workbook
blkline masters	diskette 3.5	manipulative	record	other___
book	diskette 5.25	map	slide	
cards	workbook	model	textbook	
chart	guide	pamphlet	transparency	
courseware	globe	picture	video	
music	kit	print	videodisc	

Distribution: _____ per student _____ per class _____ per teacher
_____ per school _____ other

AUTHOR _____

ANNOTATION _____

_____

_____

_____

_____

Concerns: _____

_____

Intended Use: _____

Submitted By _____ Title _____

_____ _____ _____
Director or Designee Approval Office Date

Use this side only for parts or components of a set or series described on page one.

SUBTITLE _____

COST _____ ISBN OR CATALOG NO _____ DISTRIBUTION _____

MATERIAL FORMAT: (Use only words listed on page one)_____

ANNOTATION: (Cite author on first line of annotation if applicable)

_____

_____

_____

_____

SUBTITLE _____

COST _____ ISBN OR CATALOG NO _____ DISTRIBUTION _____

MATERIAL FORMAT: (Use only words listed on page one)_____

ANNOTATION: (Cite author on first line of annotation if applicable)

_____

_____

_____

_____

SUBTITLE _____

COST _____ ISBN OR CATALOG NO _____ DISTRIBUTION _____

MATERIAL FORMAT: (Use only words listed on page one)_____

ANNOTATION: (Cite author on first line of annotation if applicable)

_____

_____

_____

_____

Attachment C
Regulation 3005.3

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Courseware Evaluation Form

For Office Use Only

Please Complete:

Format (check one): ___Computer Software ____Videodisc
___Videodisc Computer Kit ____CD-ROM

020 **ISBN #**_____

260 **Copyright (YYYY)**_____

245 **Title** _____

_____

440 **Series** _____

246 **Variant Title** _____

_____

250 **Version or Edition** _____

710 **Publisher** _____

265 **Pub's Address**_____

_____**Pub's Phone**_____

300 **Sound:** ___Speech __Sound Effects ___NA **Color:** _____yes _____no

Disk size: ___3.5 ___5.25 **Teacher's guide:** ___yes ____no

Anything else like pictures, maps etc._____

_____

503 **Date reviewed**_____

362 **Catalog List Price**_____

520 **Summary** (include instructional application)_____

_____

_____

_____

505 **Content or Names of disks/discs or programs on disks/discs (Ex. if stories give name of stories.)**_____

_____

_____

521 **Grade level(s)** (circle appropriate levels): Pre (preschool) Kin (kindergarten) 001 002 003 004 005 006 007 008 009 010 011 012 Prof (professional)

522

Curriculum or Subject	**Topic or Course**
Example: Math	Example: Trigonometry

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538 **System Requirements:** (May copy from Teacher's Guides or off box)

Computer type_____

Monitor/Display_____

Amount of RAM_____ **Special Drives**_____

Operating System_____

Peripherals_____

539 **Network version is available** _____yes _____no

542 **Lab Pack is available** _____yes _____no

→ *Please evaluate the courseware under review by rating it according to the following standards.* ←

Rating:
1 (poor) 2 (fair) 3 (average) 4 (very good) 5 (excellent)
or NA for not applicable.

Objectives and Content:

1. This courseware supports the POS for the grade level(s) and subject(s).....____
2. The content is accurate.....____
3. Content presentation is clear and logical.....____

Format:

1. The courseware's organization and packaging promote:
   a. efficient use.....____
   b. learning.....____
2. Supplementary materials are complete, clear, and well-integrated with the courseware.....____

Freedom from Bias (cf. Regulation 3011)

1. The courseware is free of prejudice regarding race, sex, age and religion.....____
2. In its text and illustrations, the courseware:
   a. Avoids role stereotyping.....____
   b. Promotes the concepts of equality.....____

My overall rating of this courseware.....____

This is the annotated supplement to the recommendation by rating:

Recommended: _____yes _____no

If yes:
_____title only, _____series, _____only this version,

_____

_____other

Please provide information not covered above or in Attachment B3 on the reverse side of this sheet.

_____ _____
Name (print please) **Position**

_____ _____
Signature **Work location**

_____ _____
Signature **Date**

For Office Use Only

For Coordinator's Use Only:

523 Curriculum Notes _____

524 Special Education Notes _____

Recommended for _____ only.

Not recommended for _____.

_____ Name (print please)

_____ Position

_____ Signature

_____ Work location

_____ Signature

_____ Date

Fairfax County Public Schools

Regulation 3280

Controversial Issues

Curriculum Services
Lacey Center

(2)

Notice 3280
Instructional Services
January 30, 1992

CURRICULUM AND INSTRUCTION

Standard Instructional Program

Controversial Issues

This notice will be in effect until March 16, 1992.

I. **PURPOSE**

To transmit Regulation 3280 and to explain changes.

II. **CHANGES**

A. Regulation 3280 has been renumbered from 3301 to 3280 to reflect the renumbering and retitling of Policy 3301 to 3280, which was approved by the School Board.

B. Item IV.G. has been added.

C. Item V.B. has been revised.

Attachment

SDL-1

FAIRFAX COUNTY PUBLIC SCHOOLS

CURRICULUM AND INSTRUCTION

Standard Instructional Program

Controversial Issues

This regulation supersedes Regulation 3301.

I. PURPOSE

To provide guidelines for principals, teachers, and students in dealing with controversial issues in ways that develop critical thinking skills and reflect sensitivity to the emotions often engendered by such issues.

II. PHILOSOPHY

"Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. It is the clear obligation of schools to promote full and free contemplation of controversial issues and to foster appreciation of the role of controversy as an instrument of progress in a democracy." (National Council for the Social Studies, 1971.)

III. DEFINITION

A. An issue is controversial when there are substantial differences of opinion about it on the local, national, or international level and when these differences of opinion are accompanied by intense feelings and strong emotions on the part of individuals or groups.

B. Whenever there is doubt about the controversial nature of any particular topic, teachers, students, or student groups should consult with the principal to determine the degree of sensitivity of the school community regarding the issue.

IV. ROLE OF THE TEACHER

Teachers should use the following guidelines in dealing with controversial topics in the instructional program:

A. Deal with controversial topics as impartially and objectively as possible. Do not intrude personal biases or allow personal beliefs to interfere with professional judgment.

B. Handle controversial issues in a manner relevant to the content of the course and appropriate to the knowledge and maturity of the students.

C. When a class becomes involved with discussion or study of a controversial issue, inform the principal about the situation and provide a brief outline of the instructional strategies that will be used to ensure objectivity, fairness, accuracy, and relevance to POS objectives.

D. Have materials available that cover all sides of the issues under discussion.

E. Do not expect or require that the class reach an agreement.

F. Help students to deal with the feelings and emotions surrounding a controversial issue even though the class may not pursue the topic itself in great depth.

G. Follow current FCPS regulations that contain explicit directions for handling controversial topics, e.g., family life education.

V. SPEAKERS ON CONTROVERSIAL ISSUES

A. All invitations to guest speakers on controversial issues must be approved by the principal. The teacher, student, or student group desiring to invite a guest speaker must outline for the principal the following:

- The expected contribution of the speaker to legitimate educational objectives
- Plans for preliminary and follow-up discussions and activities designed to help students put the speaker's views into context and perspective
- Provisions for fair treatment for the views of the speaker and differing opinions

B. Students who have not been present for preliminary preparation prior to a speaker's presentation or who are not usually involved in the activity for which a speaker has been invited should not attend the program at which controversial issues may be raised. Any exception to this would have to have the principal's approval.

C. When a guest speaker is scheduled for some activity other than instruction in a regular class setting, the principal will determine the appropriateness of other forums, such as a required assembly, a voluntary assembly, an activity period, or a meeting open to the public.

D. Candidates for political office or their representatives may be scheduled as guest speakers in keeping with the above guidelines.

VI. DISTRIBUTION AND DISPLAY OF POLITICAL LITERATURE

A. The principal, in consultation with the student government, shall designate a time, place, and manner for distribution and/or display of political literature.

B. The student government shall coordinate distribution or display by students enrolled in the school of nonschool publications that simply advertise meetings, rallies, etc., associated with controversial issues. Such publications shall bear the name of the sponsoring individual(s) and shall not be sold on school property.

C. Paid political advertisements may be placed in a school newspaper subject to approval of the principal, in consultation with the student government.

D. Literature proposing specific violent tactics and/or disruption of government activities, including public education, shall be barred. Expression of student opinion may not be used to present material that is obscene or slanderous, to defame character, or to advocate violation of federal, state, and local laws or official school policies, rules, and regulations.

Fairfax County Public Schools

School Board Policy 1365.1

Distribution of Materials

SCHOOL DIVISION ORGANIZATION, PHILOSOPHY, AND GOALS

Local School Organization and Administration

Distribution of Materials

This policy supersedes Policy 1365.

I. PURPOSE

To establish procedures for distribution of written materials.

II. DISTRIBUTION OF MATERIALS

The School Board shall permit written materials to be carried home by students when such materials are prepared and/or sponsored by the school, a school official, the school system, or a PTA organization. Requests for exception to this policy shall be directed to the Board by the Superintendent. Political campaign materials or materials that support or oppose bond or other referendum questions, political candidates, or political parties shall not be sent home from school with students.

Policy
adopted: July 1, 1986
Corrected: June 1, 1993
Revised: April 20, 1995

FAIRFAX COUNTY SCHOOL BOARD

Fairfax County Public Schools

School Board Policy 3840

Community Events and Student Performances

CURRICULUM AND INSTRUCTION

Student Activities and Honors

Community Events and Student Performances

This policy supersedes Policy 2470.

I. PURPOSE

To establish guidelines for conducting public assemblies, exhibitions, and performances by students.

II. GENERAL EVENTS

Public assemblies, exhibitions, and performances by students are authorized where the event will be an appropriate educational experience for participants or will contribute to the welfare of the participants, school, or community; however, school groups shall not participate in partisan political events.

III. MUSICAL EVENTS

Principals and musical organization directors shall observe the Code of Ethics of the Music Educators' National Conference when approving school group participation in community activities. Elementary musical groups shall not participate in competitive out-of-school activities.

Policy
adopted: July 1, 1986

FAIRFAX COUNTY SCHOOL BOARD